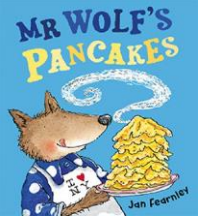


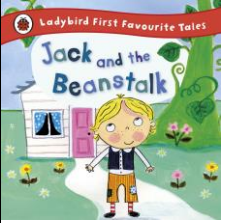
Reception
Spring Term 2
2021-22

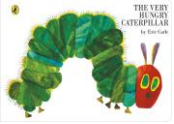
Living & growing – We will be using the season of spring to help us learn about how things grow and live in our world. We will be looking at what plants need to grow and learning about the different parts of plants and trees. We will also be looking at where things grow in the world and why different produces grows in different places. We will be learning about lifecycles of animals and humans.

Steps to achieving this are taken from Developmental Matters – Children in Reception.

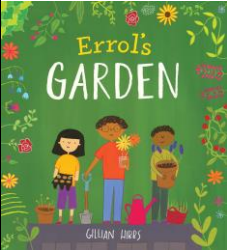
Curriculum Area	Communication and Language	Physical Development	PSED	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Week 1 Mr Wolf's Pancakes 	Working toward ELG Make comments about what they have heard and ask questions to clarify their understanding. LA&U Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. S <u>Steps to achieving this include:</u> Ask questions to find out more and to check they	Working toward ELG Move energetically, such as running, jumping, climbing. GMS Demonstrate balance when playing. GMS <u>Steps to achieving this include:</u> Revise and refine the fundamental movement skills they have already acquired, jumping, walking, climbing. Develop the overall body strength, co-ordination, balance and agility needed to engage	Working toward ELG Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. SR Show sensitivity to their own and to others' needs. BR <u>Steps to achieving this include:</u> Express their feelings and consider the feelings of others. Think about the perspectives of others.	Working toward ELG Write recognisable letters, most of which are correctly formed. W Spell words by identifying sounds in them and representing the sounds with a letter or letters. W Use and understand recently introduced vocabulary during discussions about stories, during role play. C <u>Steps to achieving this include:</u> Form lower-case	Working toward ELG Have a deep understanding of number to 10, including the composition of each number. N <u>Steps to achieving this include:</u> Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Focussed Activities <u>Include:</u>	Working toward ELG Talk about the lives of the people around them and their roles in society. P&P <u>Steps to achieving this include:</u> Recognise that people have different beliefs and celebrate special times in different ways. Focussed Activities <u>Include:</u> Talking about Shrove Tuesday & Lent. Looking at Pancake	Working toward ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CM <u>Steps to achieving this include:</u> Create collaboratively, sharing ideas, resources and skills. Focussed Activities <u>Include:</u> Making pancakes using playdough & a variety of tools.

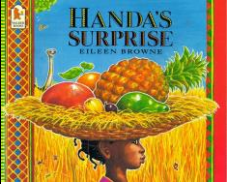
<p>understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p> <p><u>Focussed Activities</u> Include: Using stick puppets & vocabulary from the story to retell the story to each other.</p> <p>Using time language, first, next, then, finally.</p> <p><u>Vocabulary:</u> Characters names – Mr Wolf, Little Red Riding Hood, Wee Willi Winky, Three Little Pigs, Chicken Licken. Pancakes, ingredients, shopping list. First,</p>	<p>successfully with future physical education sessions</p> <p><u>Focussed Activities</u> Include: Gross motor skills – jumping, throwing, stepping stones. Bikes – moved to main area and going uphill.</p> <p><u>Vocabulary:</u> Hurdles, jump, throw, step, pedal</p>	<p><u>Focussed Activities</u> Include: Talk about the actions of the characters – were they kind/friendly or unkind.</p> <p>How can we be kind and friendly towards each other.</p> <p><u>Vocabulary:</u> Kind, unkind, behaviour, friendly, actions.</p>	<p>and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p><u>Focussed Activities</u> Include: Retell the story of Mr Wolf's Pancakes. Using pictures & puppets.</p> <p>Writing recount for making pancakes.</p> <p><u>Vocabulary:</u> Characters names – Mr Wolf, Little Red Riding Hood, Wee Willi Winky, Three Little Pigs, Chicken Licken. Pancakes, ingredients, shopping list, basket, neighbours.</p> <p>Milk, flour, eggs, mixing, cooking, eating.</p>	<p>Representing and comparing numbers 9 & 10.</p> <p>Ordering numbers to 10.</p> <p><u>Vocabulary:</u> 9, 10, bigger, smaller, order, first, last.</p>	<p>Day celebrations around the UK.</p> <p><u>Vocabulary:</u> Shrove Tuesday, Lent, promise,</p>	<p>Cooking pancakes.</p> <p><u>Vocabulary:</u> Recipe, shape – circle, toppings.</p>
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	then, now, next, after that, in the end.						
<p>Week 2</p> <p>Jack & the Beanstalk</p> 	<p>Working towards ELG</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. LA&U</p> <p>Express their ideas and feelings about their experiences using full sentences. S</p> <p><u>Steps to achieving this include:</u></p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p><u>Focussed Activities Include:</u></p> <p>Encourage children to use Jack and Beanstalk role play area.</p>	<p>Working toward ELG</p> <p>Move energetically, such as running, jumping, climbing. GMS</p> <p>Demonstrate balance when playing. GMS</p> <p><u>Steps to achieving this include:</u></p> <p>Revise and refine the fundamental movement skills they have already acquired, jumping, walking, climbing.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions</p> <p><u>Focussed Activities Include:</u></p> <p>Gross motor skills – jumping, throwing, stepping stones, ribbons for waving.</p> <p>Bikes – moved to main area and going uphill.</p>	<p>Working towards ELG</p> <p>Talking about resilience and preserving in the face of challenge. MS</p> <p><u>Steps to achieving this include:</u></p> <p>Show resilience and perseverance in the face of challenge</p> <p><u>Focussed Activities Include:</u></p> <p>Thinking about challenges we have faced and how we overcome them – linking to our learning behaviour of preserving.</p> <p><u>Vocabulary:</u></p> <p>Challenge, preserving, resilience.</p>	<p>Working toward ELG</p> <p>Demonstrate understanding of what has been read to them by retelling C</p> <p>Write simple phrases and sentences that can be read by others W</p> <p><u>Steps to achieving this include:</u></p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p><u>Focussed Activities include:</u></p> <p>Create a story map of the story.</p> <p>Using key words to describe what Jack sees.</p> <p>Recount of the</p>	<p>Working towards ELG</p> <p>Have a deep understanding of number to 10, including the composition of each number. N</p> <p><u>Steps to achieving this include:</u></p> <p>Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p><u>Focussed Activities Include:</u></p> <p>Counting back from 10 – singing songs like 10 green bottles & 10 in the bed.</p> <p>Part, Part whole model for looking at the composition</p>	<p>Working towards ELG</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. NW</p> <p><u>Steps to achieving this include:</u></p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p><u>Focussed Activities Include:</u></p> <p>Plant own bean seeds in a bag and watching the roots and shoots grow.</p> <p>Planting some flowers and plants in the garden.</p>	<p>Working toward ELG</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture CM</p> <p><u>Steps to achieving this include:</u></p> <p>Explore, use and refine a variety of artistic effects to express their ideas</p> <p><u>Focussed Activities Include:</u></p> <p>Creating a beanstalk – using tissue paper, threading and weaving.</p> <p><u>Vocabulary:</u></p> <p>Weaving, threading, pulling</p>

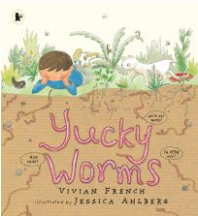
	<p>Encourage use of story language.</p> <p>Read a variety of other traditional tales e.g. Cinderella, 3 little pigs etc.</p> <p><u>Vocabulary:</u> Traditional tale, fiction, once upon a time, long ago, giant, castle, beanstalk, harp, hen, magic, market.</p>	<p><u>Vocabulary:</u> Hurdles, jump, throw, step, pedal</p>		<p>story.</p> <p><u>Vocabulary:</u> Jack, mum, Giant, beanstalk, magic beans, hen, harp, fe fi fo fum, belloyed etc.</p>	<p>of numbers.</p> <p><u>Vocabulary:</u> One less, backwards, ordering,</p>	<p>Going on a walk around the school. What can we see growing?</p> <p><u>Vocabulary:</u> Plant, seed, grow, soil/compost, water, sunlight</p>	
<p>Week 3</p> <p>The Hungry Caterpillar</p> 	<p><u>Working towards ELG</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. LA&U <u>Steps to achieving this include:</u> Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different</p>	<p><u>Working towards ELG:</u> Use a range of small tools, including scissors, paintbrushes and cutlery. FMS Negotiate space and obstacles safely, with consideration for themselves and others. GMS <u>Steps to achieving this include:</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p><u>Working towards ELG:</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. MS <u>Steps to achieving this include:</u> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating</p>	<p><u>Working towards ELG:</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. W <u>Steps to achieving this include:</u> Form lower-case and capital letters correctly. Spell</p>	<p><u>Working towards ELG:</u> Explore and represent patterns NP <u>Steps to achieving this include:</u> Continue, copy and create repeating patterns. <u>Focused Activities Include:</u> Continue premade patterns. Create patterns using caterpillars – ABAB ABBABB.</p>	<p><u>Working towards ELG:</u> Understand some important processes and changes in the natural world around them NW <u>Steps to achieving this include:</u> Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. ^ Statements from</p>	<p><u>Working towards ELG:</u> Make use of props and materials when role playing characters in narratives and stories. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CM <u>Steps to achieving this include:</u> Explore, use and refine a variety of artistic effects to</p>

	<p>contexts. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><u>Focused Activities</u> <u>Include:</u> Hot seating – children to take on the role of the hungry caterpillar whilst the other children ask them questions. E.g. what was your favourite food, what else would you like to eat? Did you feel poorly?</p> <p>Using role play resources to retell the story.</p> <p><u>Vocabulary:</u> Days of the week, caterpillar, cocoon, butterfly, transform.</p>	<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Revise and refine the fundamental movement skills they have already acquired: walking, crawling, running, rolling, skipping.</p> <p><u>Focused Activities</u> <u>Include:</u> Moving in different ways, thinking about how a caterpillar and butterfly would move around a space.</p> <p>Practicing using cutlery on playdough to practice our cutting skills.</p> <p><u>Vocabulary:</u> Cutting, flying, floating, landing, wiggling</p>	<p><u>Focused Activities</u> <u>Include:</u> Talking about ways we can be healthy.</p> <p>Making a packed lunch box for the caterpillar.</p> <p><u>Vocabulary:</u> Healthy eating, exercise, moderation</p>	<p>words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p><u>Focused Activities</u> <u>Include:</u> Write about the foods that the caterpillar ate.</p> <p>HA – write the caterpillar ate. . .</p> <p>MA – sentence starter will have the sentence starter, the caterpillar ate and will need to write the food.</p> <p>LA – pictures of the food. Writing the names of the foods.</p> <p><u>Vocabulary:</u></p>	<p><u>Vocabulary:</u> Pattern, continue, create, follow</p>	<p>3 & 4 year olds. Explore the natural world around them.</p> <p><u>Focused Activities</u> <u>Include:</u> Encourage children to make their own bug hotel by stacking plant pots on top of each other.</p> <p>Life cycles of caterpillars & humans.</p> <p><u>Vocabulary:</u> Life cycle, stages, egg, caterpillar (larva), Chrysalis (pupa), butterfly, bug hotel, care, environment,</p>	<p>express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p><u>Focused Activities</u> <u>Include:</u> Creating props to retell the story.</p> <p>Making butterflies – using marbling technique.</p> <p><u>Vocabulary:</u> Prop, marbling,</p>
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				Apple, pear, plums, Strawberries, oranges, cake, ice cream cone, pickle, cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon.			
<p>Week 4</p> <p>Errol's Garden</p>  <p>Trip to Brandeston Hall for Forest Schools/Outdoor Learning session.</p>	<p><u>Working towards ELG</u> Make comments about what they have heard and ask questions to clarify their understanding. LA&U Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. S</p> <p><u>Steps to achieving this include:</u> Engage in story times Learn new vocabulary. Use new vocabulary through the day. Connect one idea or action to another using a range of</p>	<p><u>Working towards ELG:</u> Begin to show accuracy and care when drawing. FMS <u>Steps to achieving this include:</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes <u>Focussed Activities Include:</u> Drawing pictures of the natural world – linking to UTW. Range of materials used – paint, pencils, charcoal. <u>Vocabulary:</u></p>	<p><u>Working towards ELG:</u> Work and play cooperatively and take turns with others.MR Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. SR <u>Steps to achieving this include:</u> Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>	<p><u>Working towards ELG:</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. W <u>Steps to achieving this include:</u> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences</p>	<p><u>Working towards ELG:</u> Automatically recall number bonds up to 5 and some number bonds to 10. N <u>Steps to achieving this include:</u> Automatically recall number bonds for numbers 0–5 and some to 10. <u>Focussed Activities Include:</u> Number bond rhymes & songs. Rainbow number bonds. <u>Vocabulary:</u> Number bond, add, equals,</p>	<p><u>Working towards ELG:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants NW <u>Steps to achieving this include:</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. <u>Focused Activities Include:</u> Going outside and doing observational drawings of the things we can see. Looking at how things have changed. Look at pictures from our school</p>	<p><u>Working towards ELG:</u> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BIE <u>Steps to achieving this include:</u> Explore and engage in music making and dance, performing solo or in groups. <u>Focussed Activities Include:</u> Use the Shirley Hughes poem Spring Greens for inspiration to write poems in groups. <u>Vocabulary:</u> Poet, poem, rhyming,</p>

<p>connectives. Describe events in some detail.</p> <p><u>Focused Activities Include:</u> Looking at a range of non-fiction books around plants, trees and the environment.</p> <p>Using our question words to create some awe and wonder.</p> <p><u>Vocabulary:</u> Non-fiction, facts, true</p>	<p>Observations, charcoal</p>	<p><u>Focussed Activities Include:</u> Working in groups to complete a design your garden task. Children to have access to different materials but will need to work as a team to get it done in the time limit.</p> <p><u>Vocabulary:</u> Collaboration, teamwork, design, garden</p>	<p>using a capital letter and full stop. Re-read what they have written. <u>Focused Activities Include:</u> HA - Write a fact about what flowers need to survive.</p> <p>MA & LA - Labelling the parts of a flower.</p> <p><u>Vocabulary:</u> Flower, root, stem, petal, leaf, water, sunlight, food</p>			<p>trip – how is our environment different.</p> <p><u>Vocabulary:</u> Observations, changing, seasons, differences</p>	
<p><u>Week 5</u> Handa's Surprise</p> 	<p><u>Working towards ELG:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. S Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words</p>	<p><u>Working towards ELG:</u> Negotiate space and obstacles safely, with consideration for themselves and others. GMS <u>Steps to achieving this include:</u> Combine different movements with ease and fluency. <u>Focused Activities Include:</u> Pretending to go on Handa's journey through the jungle.</p>	<p><u>Working towards ELG:</u> Form positive attachments to adults and friendships with peers. MR <u>Steps to achieving this include:</u> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. <u>Focused activities</u></p>	<p><u>Working towards ELG:</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. W Use and</p>	<p><u>Working towards ELG:</u> Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. N <u>Steps to achieving this include:</u> Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to</p>	<p><u>Working toward ELG:</u> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. NW <u>Steps to achieving this include:</u> Recognise some environments that</p>	<p><u>Working towards ELG:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CM</p> <p><u>Steps to achieving this include:</u> Explore, use and refine a variety of artistic effects to express their ideas</p>

<p>and recently introduced vocabulary. C</p> <p><u>Steps to achieving this include:</u> Use new vocabulary in different contexts. Engage in story times. <u>Focused Activities</u> <u>Include:</u> Retelling of the story using story sack.</p> <p>Using the language from the story in play.</p> <p>Creating a class story map.</p> <p><u>Vocabulary:</u> Handa, Akeyo, surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey</p>	<p>Thinking about the way the animals would move.</p> <p><u>Vocabulary:</u> Moving, swinging, stomping, walking, running</p>	<p><u>Include:</u> Talk about surprises. Why did Handa want to surprise her friend? What would be a nice surprise for your friend?</p> <p><u>Vocabulary:</u> Surprise, kind, nice, thoughtful</p>	<p>understand recently introduced vocabulary during discussions about stories. C</p> <p><u>Steps to achieving this include:</u> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <u>Focused activities</u> <u>Include:</u> Using our 5 senses to write about the journey.</p> <p>I can hear, I can see, I can feel, I can taste, I can smell.</p> <p>^ HA & MA to do this independently.</p> <p>LA – work in groups and do a shared write.</p>	<p>10.</p> <p><u>Focused activities</u> <u>Include:</u> Ladybird doubles. Doubling dominos.</p> <p><u>Vocabulary:</u> Double, add, equals,</p>	<p>are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. <u>Focused Activities</u> <u>Include:</u> Looking at pictures and videos of Africa.</p> <p>Taste testing the foods from the story.</p> <p><u>Vocabulary:</u> Africa, differences, similarities, environment</p>	<p>and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills <u>Focused Activities</u> <u>Include:</u> Creating print pictures using the foods from the story. Look at the work of artist Lynn Flavell.</p> <p>Creating the animals from the story using different materials.</p> <p><u>Vocabulary:</u> Printing, patterns, inspiration</p>
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				<u>Vocabulary:</u> Senses, smell, touch, taste, hear, feel			
<p>Week 6</p>  <p>Yucky worms</p>	<p><u>Working towards ELG:</u> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>LA&U Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>S <u>Steps to achieving this include:</u> Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p><u>Focused Activities Includes:</u></p>	<p><u>Working towards ELG:</u> Use a range of small tools, including scissors, paintbrushes and cutlery. FMS <u>Steps to achieving this include:</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p><u>Focused Activities Include:</u></p> <p>Use playdough to make a diverse range of earthworms.</p> <p>Make provision for malleable play with cooked, coloured spaghetti or jelly</p>	<p><u>Working towards ELG:</u> Show sensitivity to their own and to others' needs. BR <u>Steps to achieving this include:</u> Think about the perspectives of others.</p> <p>Express their feelings and consider the feelings of others</p> <p><u>Focused Activities Include:</u> Children to think about all living things. Link to our RE work around how everything is apart of God's world and that we need to show respect.</p> <p>Children to think of rules to respect animals.</p> <p><u>Vocabulary:</u> Respect, care, kindness</p>	<p><u>Working towards ELG:</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction.</p> <p>C Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> <p>W <u>Steps to achieving this include:</u> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with</p>	<p><u>Working towards ELG:</u> Verbally count beyond 20, recognising the pattern of the counting system. N <u>Steps to achieving this include:</u> Count objects, actions and sounds.</p> <p>Count beyond ten.</p> <p><u>Focused Activities Include</u></p> <p>Counting songs to 20. Forwards and backwards.</p> <p>Looking at the pattern of teen numbers.</p> <p><u>Vocabulary:</u></p> <p>Counting, patterns</p>	<p><u>Working towards ELG:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. NW <u>Steps to achieving this include:</u> Explore the natural world around them</p> <p><u>Focused Activities Include:</u></p> <p>Investigate and research earthworms; their habitat, behaviour, physical features, food and predators.</p> <p>Investigate and compare earthworms and garden minibeasts.</p> <p>Explore why some animals are good for our garden and some are not.</p>	<p><u>Working towards ELG:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used. CM <u>Steps to achieving this include:</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p><u>Focused Activities Include:</u></p>

	<p>Looking at a selection of non-fiction books. 'Wonderful Worms' by Linda Glaser - 'The Worm (Disgusting Critters)' by Elise Gravel - 'Wiggling Worms at Work (Let's-Read-and-Find-Out Science 2)</p> <p><u>Vocabulary:</u> Non-fiction, facts, true,</p>	<p>worms</p> <p><u>Vocabulary:</u> Fine motor skills, finger muscles, worms,</p>		<p>words with known letter-sound correspondences using a capital letter and full stop.</p> <p><u>Focused Activities Include:</u></p> <p>Create a worm fact display. Provide some worm-shaped paper or post-its so that children can write any worm facts that they find out.</p> <p>HA – write 3 facts. MA – write 2 facts. LA – write 1 fact.</p> <p><u>Vocabulary:</u> Worm, earthworm, fact, true, strong, long, thin, hatch, cocoons, body, burrow</p>		<p><u>Vocabulary:</u> Compare (difference), research, habitat, features, predators, garden minibeasts</p>	<p>Make worms from salt dough or clay and paint in various shades.</p> <p>Make worm sock puppets with brown socks with googly eyes.</p> <p><u>Vocabulary:</u> Create, make, various, puppets</p>
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