

Year: EYFS Term: Spring 2		Curriculum theme: All Creatures Great and Small Spring and Easter	Key concepts: Habitats, story retelling, mini-beasts, animals, manipulation of clay
DM statements – 40-60 Leading to ELGs		Skills: - To write cvc words - To write simple sentences. - To create using mixed media.	Vocabulary: Habitat, animal names, locations in the world, Seed, bulb, root, shoot, bud, leaf, plant, water, sun, soil, Spring, Easter, Jesus, Cross
Key knowledge: Taken from Geography Progression -To know there are more countries than just England in the world. -Identify different locations from a simple map. -To draw a map from a story. Taken from History Progression - To know who I have in my community who can help me. - To use vocabulary past and now - Understand the past through settings, characters and events encountered in books read in class and storytelling. From Music progression - To recognise whether a sound is high or low - To recognise that different sounds can be long or short. - To recognise that instruments can be played loudly or softly. - To know that pulse is the steady beat that goes through music.	From Science Progression - To talk about the weather and seasons throughout the year. - To observe changes in weather – warm in summer and cold in winter - To play and explore the natural world. - To enjoy construction - To listen to different sounds during music and song time. - To play different instruments and discuss sounds. - To hear key vocabulary during singing worship - To explore some powered toys during Let's Explore - To know that different animals may live in different places. - To talk about similarities and differences between the natural world around them and contrasting environments such as Africa and the UK. - To play in the sand tray and notice rocks in the wildlife area. - To notice similarities and differences e.g. between wet soil and dry soil, sandy soil and stony soil.	Key knowledge: Taken from Geography progression - To identify different locations with our school grounds. - To use vocabulary to describe the world around them. - To draw a map from a story. Taken from History Progression - To use vocabulary past and now - Understand the past through settings, characters and events encountered in books read in class and storytelling. From Music progression - To recognise whether a sound is high or low - To recognise that different sounds can be long or short. - To recognise that instruments can be played loudly or softly. - To know that pulse is the steady beat that goes through music. - To match our body movements to the speed or pulse of music.	From Science Progression - To talk about the weather and seasons throughout the year. - To observe changes in weather – warm in summer and cold in winter - To play and explore the natural world. - To enjoy construction - To listen to different sounds during music and song time. - To play different instruments and discuss sounds. - To hear key vocabulary during singing worship - To explore some powered toys during Let's Explore - To know that different animals may live in different places. - To talk about similarities and differences between the natural world around them and contrasting environments such as Africa and the UK. - To describe how animals and humans are similar and different. - To play in the sand tray and notice rocks in the wildlife area. - To notice similarities and differences e.g. between wet soil and dry soil, sandy soil and stony soil.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Crazy Creatures Visit – Ian Tite visiting with his animals. Children to listen carefully, ask sensible questions and try to retain some facts.	Children to recount facts they can recall from Crazy Creature visits. Pupils to write simple sentences linked to one of the animals. E.g. It has six legs.	Paintings of creatures Children to paint a picture of their favourite animal from the Crazy Creature Visit. Pupils to use the correct colours and try to represent it clearly and accurately.	Introducing non-fiction writing and non-fiction books. Children to label with a phonetically plausible attempt a bug map with the correct body part names.	KaPow - Playdough mini-beast Children to make a representation of a mini-beast. Practise the skills needed to manipulate the dough. Try different animals and then chose a favourite which will be made out of clay in the following week.
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Art KaPow – Petal Mendala - Using Kapow planning, children to create using spring petals. Talk about how we do not normally take plants apart and pull off petal.	Art – collage flowers Using Kapow planning, children to design a flower that they will create out of tissue paper. Two day activity – design and creation.	Introduce Rosie's Walk Teach the story using a Story Map. Children to create own map to tell the story	Look at the Innovated version of Rosie's Walk – from the Perspective of the Fox. Children to create a second story map of the Fox's day	Additional lessons this topic – not linked to Secret Garden Pancake Day – EYFS assembly Flap a pancake craft - Create a pancake cut and stick challenge.
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Making a Rosie Puppet Children to use leaves to create a plumage for Rosie. Template to be cut and lolly to be attached.	Fox mask Paper plate to be folded to create a point. Plates to be painted. Ears, nose and eyes to be added.	Mothering Sunday Assembly – Using zoom meeting from previous years or invite our Mum's in for a discussion.	Mothering Sunday card writing. Outside created in week 2 – Kapow art Collage flowers.	Signs of Spring - Our environment Walking around school, children to look for signs of spring. What has changed over the last few months? What might be happening over the next few? What does the weather feel like now? How does that change the way we dress? etc
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Observational drawing of a daffodil Linked to the Kapow art scheme, reintroduce observational drawing. This time using correct colours. Pupils to be given time to explore the daffodil and draw it from the angle they see.	Simple sentences to recall walk. The bud is open. A leaf is green. It is sunny.	Easter card Children to create an easter card using specialist techniques. Shading and colouring mixing to be discussed as the children explore.	. Easter bunny joining challenge. Pupils to complete a cutting and sticking challenge independently. Teachers to make notes on COL as they work. Staged activity – careful decoration, before cutting and securing.	DT – Cooking and Nutrition Easter Nests – please see DT plan for additional information.
Lesson 21	Lesson 22			
Easter Bonnet Parade - Children to talk part in a parent's morning. Pupils have been asked to create a bonnet at home. During the morning we will parade, dance and sing. Bonnets to be photographed before they return home.	Easter Service Walking to Church reverently. Talking part with singing and service. Returning back to school.			