



Reception: Spring 2

Ready Steady Grow



Key Questions

COOL task/Engage:

What is life like in a working farm? (Trip)

Develop 1:

What do plants need to grow?

Develop 2:

How can I create art in the style of Giuseppe Arcimboldo?

Develop 3:

How can I match animals to their young?

Gold task

Book List

The Giant Turnip- Aleksei Tolstoy
Jack and the Beanstalk-Iona Treahy
Handa's Surprise-Eileen Brown
Rosie's Walk-Pat Hutchins

Vocabulary

Air, animal, calf, cow, drink, eat, exercise,
farm, food, grow, healthy, lamb, money,
plant, seed, sheep, sunlight, shop, warmth,
water

Companion Projects

Signs of Spring

Programmes of study

EAD

- Share their creations, explaining the process they have used
- Invent, adapt and recount narratives and stories with their peers and teachers
- Listen attentively, move to and talk about music, expressing their feelings and responses.

Programmes of study

CL

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back and-forth exchanges with their teacher and peers.

PD

- Start taking part in some group activities which they make up for themselves, or in teams.
- Develop confidence in ball skills—throwing, catching, kicking, passing, aiming, rolling.
- *Confidently write first and surname.*
- *Begin to cut around curved lines, circle shapes and complex shapes.*
- Negotiate space and obstacles safely, with consideration for themselves and others

Literacy

- Say a sound for each letter I know
- Write recognisable letters for the sounds I know
- Demonstrate understanding of what has been read to them
- Read a few common exception words matched to the school's phonic programme.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences.
- Re read writing to check it makes sense.

UW

- Recognise some environments that are different to the one in which they live
- Understand the effect of changing seasons on the natural world around them
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
- Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.