


CL – Communication and Language – Start and end with one of the nursery rhymes for the term.

<p>By the end of this term children will have had the opportunity to: Joining in with familiar stories and rhymes Join in and recall stories with repetition Starting to show understanding of 'why' questions</p>		<p>Respond appropriately when questioned Pose my own simple questions to find out more Develop vocabulary Using different vocabulary including scientific and linked to stories</p>
<p>Listening walks Go on listening walks- listen for the sounds of Spring. Birds cheeping, animals rustling, etc.</p> <ul style="list-style-type: none"> Model how to listen- active listening Highlight the sounds you can hear to help children tune into sounds 	<p>Changing Seasons Make some observations of seasonal changes. Introduce vocabulary related to the seasons. Discuss Winter/Spring- new plants and flowers, sowing seeds etc. (Link to Understanding the World)</p> <ul style="list-style-type: none"> Model new vocabulary Draw children's attention to what is all around them Question to lead children's understanding and develop understanding 	<p>What Am I? Describe an animal the children are familiar with seeing in the garden e.g. I hop, I like to live by the water, I say ribbit, What am I? A Frog! (prepare a range of laminated pictures to support this activity or a book with lots of animal pictures that you can describe and show)</p> <ul style="list-style-type: none"> Model the game Support children's vocabulary choices
<p>I spy! Play I Spy Spring- look out for the signs of spring around you and see if you can find the signs that others are looking for.</p> <ul style="list-style-type: none"> Model the game Support children's vocabulary choices 	<p>New Vocabulary Introduce and use new vocabulary linked to Spring, the seasons, weather, etc. – Choose a non-fiction book about spring and explain that children will find lots of information and words relating to the new season.</p> <ul style="list-style-type: none"> Model new vocabulary Explicitly teach vocabulary as it arises 	<p>Spring Tray Create a minibeast tray and collect some minibeasts for the children to explore- use new vocabulary and prepositional language</p> <ul style="list-style-type: none"> Model new vocabulary • Support learning through questioning
<p>Wow! Said the Owl WOW! SAID THE OWL  Tim Hoppood Read aloud #storyoftheweek Read the story and encourage chn to spot all of the colours in the story. Then ask chn to share their own favourite colour. Extension: Why is that your favourite colour? Who else has the same favourite colour?</p> <ul style="list-style-type: none"> Model turn taking, listening skills, speaking in sentences Support children by rephrasing and remodelling language into full sentences 	<p>Clothes Pegs Use clothes pegs in different colours to locate various colours around your environment/ on your clothes. Can you peg the matching colours? Talk about favourite colours? Can chn remember who had the same favourite colour as them?</p>	<p>Coloured Towers Demonstrate building coloured towers out of one colour blocks – encourage copying to sort the colours. Name and label the colours s you do so.</p> <ul style="list-style-type: none"> Model turn taking Model speaking skills- full sentences, adding in detail, speaking clearly, etc
<p>The Mixed up Chameleon Listen to the story together and encourage chn to create their own chameleon using as many different colours – perhaps have tissue paper cut into squares that children can choose and stick over other colours to give a camouflage effect. Talk about the colours they are choosing and why.</p>		<p>Story time Continue to listen to a wide variety of stories about themselves and healthy eating e.g. Oliver's Vegetables, Handa's Surprise, Sam's Sandwich, and The very Hungry Caterpillar. Talk about the colours in the books and link to healthy eating and growing in Spring.</p>

PSED – Personal, Social and Emotional Development

<p>By the end of this term children will have had the opportunity to: <i>Building independence</i> <i>Select and use resources</i> <i>Showing more confidence in new social situations</i></p>	<p><i>Feelings</i> <i>Managing hygiene in terms of hand washing, toileting etc.</i></p>
<p><u>The big question</u></p>	<p><u>What colours can we explore in Spring; What changes do we notice in Spring time?– weave into group time</u></p>
<p>Growing Together In Spring lots of the plants and flowers start to grow after being asleep over the Winter. We can use this as a time to grow ourselves. Growth Mindset Have you made a mistake today? Each mistake is a step towards growing yourself. Encourage children to share one thing they are unsure about e.g. “I found phonics hard today” and turn this into a positive- I can learn the “oo” sound and tomorrow I will be able to read the word “pool”. <ul style="list-style-type: none"> • Support children to make choices and reframe their thinking • Create safe and supportive environments for learning </p>	<p>The uniqueness of Flowers Look at close up photos of flowers and plants (or take your own)- each one is special and unique... just like you! Explore all the ways you are unique! <ul style="list-style-type: none"> • Help children to identify some of their unique characteristics • Provide and model vocabulary </p>
<p>Spring Clean Take time to work together and give the outside space a ‘Spring clean’. Chn can pick up old sticks, remove old cobwebs, rake and collect leaves and get growing patches ready for the new season. <i>Link to The Great British Spring Clean organised by The Keep Britain Tidy Campaign which runs from 15th-31st March.</i> <ul style="list-style-type: none"> • Talk about the importance of keeping the environment clean. • Support chn by facilitating discussions </p>	
<p>Mindful Spring Time Spend time outside and be mindful 1- My 5 senses. Go outside and label one think you can see, hear, smell, touch. 2- Cloud Watch. Lie in a sunny spot and watch the clouds- what shapes can you see? Track one cloud across the sky. <ul style="list-style-type: none"> • Model mindfulness • Create safe spaces </p>	<p>Caring for the environment Sometimes it can be easy to be thoughtless about the plants in our environment- but we need to take care of them too- how can we look after the plants in our environment? <ul style="list-style-type: none"> • Support children to start to identify ways we look after the environment • Provide plants to care for and additional areas of responsibility in the environment • Support and facilitate discussion </p>
<p>Eat the rainbow Look at the range of different colours in fruit and vegetables. These are all grown from plants. To keep healthy, it’s important that we eat fruits and vegetables of lots of different colours. Explore and sample a range of different (and if possible unusual) fruits and vegetables. <ul style="list-style-type: none"> • Facilitate discussion • Provide support for children to sample fruit and vegetables • Model vocabulary </p>	<p>Calming plants Some plants are thought to have calming properties e.g. lavender is helpful of you are struggling to sleep. Allow children to smell and explore different herbs and create a mini sensory garden for children to use to help the with their self-regulation. <ul style="list-style-type: none"> • Support children to regulate • Regulate alongside children and narrate to support their understanding </p>

PD – Physical Development – Gross Motor Focus groups in the garden

<p>By the end of this term children will have had the opportunity to: <i>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.</i></p>		<p><i>Negotiate space and obstacles safely</i> <i>Use different movement styles to match situations e.g. crawling through tunnels etc.</i></p>
<p>Pruning Flowers Provide leaves and flower cut offs so that children can practise their cutting skills: Cut along the veins of the leaf or up the stem of a blade of grass. Cut down daisies and buttercups to create mini bouquets</p> <ul style="list-style-type: none"> • Model good scissor skills • Support children with their scissor grip and accuracy • Make observations of the leaves etc. 	<p>Digging in the soil Provide different sized digging tools e.g. Spade, large spoons, teaspoons, etc. Encourage chn to change their grip and technique according to the equipment they are using.</p> <ul style="list-style-type: none"> • Provide a range of digging tools and encourage children to explore them for different purposes • Model grips and tool use 	<p>The Bean Game Link movements to the names of beans e.g. jumping bean, string bean (stand tall), jellybean (wobble), broad bean (wide shape), beans on toast (lie flat on the floor), runner bean, etc.</p> <ul style="list-style-type: none"> • Facilitate the game • Model movements • Support children to move
<p>We're Going on a Colour Hunt Lay out coloured paper inside/ outside. Start a timer and give 1 minute to find as many items that are the matching colour as possible!</p>	<p>Colour Scavenger Go out on a local walk/ in the garden with a prepared colour chart and see what you can collect that matches each colour. A great way to collect things is to put the colour chart on a headband and cover with double sided tape for children to add their 'finds' too.</p>	<p>Cress haircuts Grow your own grass heads and then very carefully give them a haircut- use accurate scissor skills.</p> <ul style="list-style-type: none"> • Model good scissor skills • Support children with their scissor grip and accuracy
<p>Exercise! Outside do various activities and observe the effect on our bodies. Heart rate, breathing etc. How does this keep us healthy?</p>		
<p>Coloured Water Put food colouring into water and explore! Fill it with toys of the same colour! Provide different coloured water and explore pouring and transporting to mix colours!</p>	<p>Spring Movement ❖Wiggle like a worm ❖ Slide like a snail ❖Creep like a spider ❖ Scuttle like a woodlouse ❖ Roll like a hedgehog ❖ Flutter like a butterfly ❖Flap like a bird ❖ Hop like a frog ❖Float through the air like blossom falling ❖Buzz round like a bumble bee ❖Waddle like the ducklings</p> <ul style="list-style-type: none"> • Facilitate a game where children can be different springtime animals • Support children's understanding by modelling ways of moving 	<p>Garden perfumes Provide water and tools for children to make their own garden perfumes using scissors to cut petals and leaves and equipment for pouring etc.</p> <ul style="list-style-type: none"> • Facilitate children making potions and perfume through modelling, questioning and explanations • Extend children by asking them to list ingredient and introduce new concepts e.g. writing a recipe of set of instructions
<p>Colour Hop Draw coloured chalk circles on the floor or lay out coloured paper circles. Ask children to hop on the colours- or they could hop around calling out the colours as they do so</p>		

PD – Physical Development – Fine Motor Focus groups in Rm1

<p>By the end of this term children will have had the opportunity to: <i>Using one handed tools and equipment Use a range of small tools effectively- drawing with accuracy Developing a comfortable pencil grip</i></p>		<p><i>Use a range of tools effectively including pencils and scissors</i></p>	
<p>Bark rubbings Provide the children with paper and crayons so that they can create rubbings of bark, tree rings on sawn logs and leaves. Encourage the children to observe the patterns and textures on the trees and leaves.</p> <ul style="list-style-type: none"> Model the technique Support children to find various textures to the children 		<p>Elmer the Elephant Time for Storytime: David McKee reads Elmer Show chn picture of Elmer or just have story on Ipad. Chn to colour in their own Elmer template in as many colours as they can! You might want to finger paint the picture! (Older chn to colour in and younger chn to finger paint)</p> <ul style="list-style-type: none"> Model a variety of ways of manipulating playdough Provide a range of vocabulary to describe what is happening 	
<p>Colour Beads Make post boxes or toilet tubes with the colours and the right size hole for the item to be posted. Use small beads (relevant to the age of your child and replace with pom poms, or other small circular items colour match the items to painted toilet roll tubes. Can you post the right colour? For extra challenge show children 2 colours that mix to make another colour and encourage them to post into the right tube e.g. red and yellow posted into an orange tube.</p>	<p>Pom Pom collector Place Pom-Poms out in front of the children and provide clear plastic bottles. Encourage children to use their fine motor skills to pick up the pom-poms and then sort them into the plastic bottles.</p>	<p>Sticker sort Use small coloured stickers and use fine motor skills to sort the colours when sticking. You might want to make a "Colour Caterpillar" by drawing different coloured body segments to match the coloured stickers too</p>	
<p>Craft Stick Match Get some coloured lollipop sticks (or paint some natural ones), cut small holes in the top of a box of the same colour and encourage children to match the colour.</p>	<p>Cotton bud painting Use cotton buds to create colourful spring paintings (e.g. blossom on a tree, berries in a shrub, etc)</p>	<p>Threading and lacing How to Dye Pasta the Easy Way! - Happy Hooligans Dye some pasta and then thread onto some string/ ribbon/ laces. Encourage chn to Keep the same colours together when threading and lacing. Say the colour names and ask chn to tell you about the colours they have used.</p>	
<p>Teeth Create a tooth brushing station... laminated photos of teeth with water and toothbrushes. How do we keep our teeth healthy? Discuss the issues with sugar and too much of it!</p>	<p>Number lines Hang up a rope between 2 table/chair legs. Create a number line and encourage chn to use pegs to hang up the number card with the same number of dots next to it. Use 1-5 and extend to 1-10 for older chn.</p> <ul style="list-style-type: none"> Support children with number sequencing Question to develop understanding of the number system Model accurate counting and numeral matching 	<p>Fine motor skills Practise fine motor skills by creating worms/ ladybirds etc. out of playdough using spaghetti/ pipe cleaners/ straws as legs etc. Use large tools for large scale mark making in mud, sand, water, etc. Use to practise letter formations and mark making.</p> <ul style="list-style-type: none"> Support children with their motor skills through modelling, explanation, etc Support children with mark making Provide letter or number formation sheets (if this is the skill to rehearse) 	

L – Literacy – Focus groups in Rm2

By the end of this term children will have had the opportunity to:

*Phase 1 Phonics + Phase 2 for children who are ready
Development of fine motor skills
Starting to show interest in letters of their name and familiar others e.g. m for mum
Sequencing and retelling stories*

*Phase 1- strong focus on segmenting and blending orally; Initial sounds; Rhyming + Continue Phase 2 for children who are ready
Using story vocabulary in play
Writing letters from name (not all)
Fine Motor Skills linked to mark making*

- *See separate weekly literacy planning*

M – Maths – Focus groups in Rm 2

By the end of this term children will have had the opportunity to:

*Make comparisons between objects related to size, height and length
Capacity
Make comparisons between quantities
Say one number name for each item
See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting*

*Patterns- use patterned story The Train Ride- easy retelling
Patterns
Create and extend ABAB patterns
Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.
Show 'finger' numbers to 5*

- *See separate weekly maths planning*

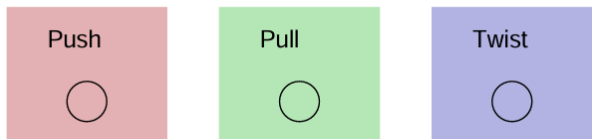
UW – Understanding the World – Focus groups for Past and Present + People, Culture and Communities in Rm 2; The Natural World -Garden

<p>By the end of this term children will have had the opportunity to: <i>Explore how things work</i> <i>Explore forces such as pushes and pulls</i> <i>Use all their senses in hands on exploration of natural materials</i> <i>Seasonal Change</i> <i>Understanding of community, cultures and people through diverse books and stories</i></p>	<p><i>Plant seeds and care for growing plants</i> <i>Understand the key features of the life cycle of a plant</i> <i>Show interest in different occupations – Police, Fire service and Ambulance visit.</i></p>
<p>Microscopes Look at seeds, leaves and plants under a microscope. Discuss what you can see and what the different parts of the plant may do. A magnifying glass would work well too.</p> <ul style="list-style-type: none"> • Model using correct vocabulary • Model making observations- talk through the process to aid understanding • Provide tools and equipment • Explore how things work 	<p>Sticky Investigation Table Cover a table with sticky back plastic- sticky side up and cover it with a variety of seeds e.g. sunflower seeds, different coloured lentils, pumpkin seeds and black-eyed beans. Place seeds out in separate containers with little spoons for children to scoop with and just let children have fun looking at the seeds and sticking them to the tabletop. Ask children what their favourite seeds are, which are the biggest and which are the smallest, and encourage them to make a seed line, a circle, a face etc. To extend the seed theme, cut a variety of fruits in half so children can see the difference in size and shape of seeds. Some good ones to use are grapes, strawberries and kiwi fruits – little seeds, apples, watermelon, oranges – Medium sized seeds – peaches, plums, nectarines – big seeds – avocados and mangoes.</p> <ul style="list-style-type: none"> • Model using correct vocabulary • Model making observations- talk through the process to aid understanding • Provide tools and equipment • Question children to scaffold and challenge their thinking • Use all their senses in hands on exploration of natural materials
<p>Investigating Plant growth Grow seeds in clear plastic bags so that children can fully observe the growth process- make comments as the plants grow and discuss what the plant needs to keep growing.</p> <ul style="list-style-type: none"> • Model vocabulary • Question children to scaffold and challenge their thinking • Talk about change over a period of time • Plant seeds and care for growing plants • Understand the key features of the life cycle of a plant 	<p>Different environments Explore plants that grow in other countries and climate that would not grow in your local area. Compare plants here with plants in a desert, jungle or even under the sea. How are the climates and conditions different to the local area? Show a range of pictures or videos of plants in different climates for children to observe and compare.</p> <ul style="list-style-type: none"> • Question children to scaffold and challenge their thinking • Continue to develop positive attitudes about differences
<p>Baby Animals Lots of baby animals are born in the Spring. Can you think of any? Lambs are the obvious here! If you can arrange share a video of how baby animals are looked after on a farm. Link to role play and small world opportunities.</p> <ul style="list-style-type: none"> • Spark interest and discussion by making observation • Question children to draw out understanding • Provide resources to support understanding • Ask questions and find answers together 	<p>Spring time celebrations Easter is a Christian celebration held in Spring. Do you celebrate Easter at home? Spend time discussing family traditions and what different families do at Easter. You could provide Easter themed enhancements to provision e.g. eggs to decorate, Easter Bunny Masks, Easter Egg Hunts with provisions to create maps, etc. Holi is a festival showing the end of winter and welcoming spring in the Hindu religion. People use bright coloured powders and paints to show that spring is full of colour. Provide children with various brightly coloured paints and other mediums to explore.</p> <ul style="list-style-type: none"> • Model being respectful regarding different religious and cultural beliefs • Question children to scaffold and challenge understanding • Support children to ask questions and share their experiences • Continue to develop positive attitudes about differences between people •

<p>Life cycles An ideal time to discuss life cycles when frogs start to lay spawn and chicks/ ducklings are hatching. Observe frog spawn in a local area if possible, in your location or check out BBC Springwatch!</p> <ul style="list-style-type: none"> • Spark interest and discussion by making observation • Question children to draw out understanding • Model how to care for growing animals • Understand the key features of the lifecycle of an animal 	<p>Explore Explore foods or fruits from around the world by tasting and discussing. (Check allergies and maybe send a dojo message the week before to inform parents in advance) If possible, include some unusual fruits e.g. Pomegranates, dragon fruit, etc</p> <ul style="list-style-type: none"> • Show understanding of communities, culture and people 	<p>Skittles Kids science experiment with Skittles Lay out skittles (sweets) round a white plate and drip water into the middle till it covers the skittles. Encourage the children to observe what happens and share what they see. Chn to have 1 skittle at the end.</p> <ul style="list-style-type: none"> • Support children’s vocabulary about what they can see • Encourage chn to talk about what they see using a wide vocabulary
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2x weeks of Push, Pull and twist! Explore forces around us
Set up 3 stations
Push Station: Large soft balls or toy cars.
Pull Station: Toys with strings or elastic bands.
Twist Station: Playdough or twistable objects.
 Encourage chn to push the ball and notice what happens; Pull the toy and describe how it feels; Twist the playdough and talk about the changes.
 Questions: What happens when you push harder? Is it easy or hard to pull? How does it feel when you twist?
 Week 1 – let chn have fun with it and explore the different activities.
 Week 2 - have 3 options available and after each activity ask chn if they think it was a push, pull or twist force that they have used.

- Support children’s vocabulary around forces – everything we do has a force behind it.
- Prompt understanding of exploring and talking about forces they can feel





Celebrations and experiences

- New Year’s Day
- Chinese New Year (Lunar New Year)
- Pancake Day
- World Book Day
- Mother’s Day
- St Patrick’s Day
- Ramadan begins
- Easter
- Fire Engine Visit
- Police visit

EAD – Expressive Arts and Design – Focus groups in **Rm1-**

<p><i>By the end of this term children will have had the opportunity to:</i> <i>Develop own designs and select materials</i> <i>Create and adapt designs</i> <i>Primary colours</i> <i>Colour mixing with intent</i></p>	<p><i>Make use of props and materials in the role play area to re-create well known stories</i> <i>Invent and adapt stories through their role play and small world play</i> <i>Joining materials together</i></p>
<p>Create a Beanstalk Provide construction materials- blocks, junk modelling, knex, lego, etc. See what the children can create. Can you make it taller, etc.? <ul style="list-style-type: none"> • Model creating • Support children to think of new ways to create • Question • Provide pictures and prompts </p>	<p>Exploring colour Collect a range of green colour cards (DIY shops are great) and explore the similarities and differences in the colours some light, some dark, more yellow, more blue. Explore how to mix the colour green and then extend to making it lighter and darker. Set up a paint station with the colours yellow, blue, white and see where the children take the learning. <ul style="list-style-type: none"> • Model mixing to create green • Model how to add certain colours to make the paint lighter and darker </p>
<p>Flower Dances https://youtu.be/QxHkLdQy5f0?si=Q2IIWF4zOIU5lypl Listen to Tchaikovsky’s Waltz of the flowers and create a series of movements to respond to the music think about showing how a flower grows from a tiny seed to a beautiful flower. Growing Sunflower Time Lapse - Seed To Flower In 83 Days - YouTube Can chn suggest some moves similar to this? Encourage children to roll up tight into a ball like a seed planted in the dark soil. As the sun starts to warm up the ground the children then start to stretch up extending their arms like the parts of a plant. Open and stretch fingers like the petals of a flower. <ul style="list-style-type: none"> • Respond emotionally and physically to music when it changes • Move and dance to music • Listen attentively, move to and talk about music, expressing their feelings and responses • </p>	<p>Make a spider web See if you can find a spiders web outside. Can you see the patterns the spider has made? Make your own spider web- you could use a paper plate and string, sticks and thread, straws or you could just draw/ paint one. <ul style="list-style-type: none"> • Support children to try and use different materials • Provide a wide range of different materials </p>
<p>Still life Provide flowers and leaves for children to create observational drawings of- really helps to develop pencil skills. Demonstrate how you can look really closely at a small part and draw this in detail e.g. the veins of a leaf. A lovely activity is to use a half picture where children complete the other side- this builds their observational skills. <ul style="list-style-type: none"> • Provide a range of different flowers, leaves and still life art for children to draw information from • Model skills • Support pencil and paintbrush grip • Discuss techniques and tools • Draw with increasing complexity and detail </p>	<p>Exploring texture Provide green materials in different textures for the children to use and explore- how will they use to create their own beanstalk or something else? <ul style="list-style-type: none"> • Support children to explore the range of textures • Model how you can use and combine textures • Create and adapt designs </p>

<p>Different Paintbrushes Use different materials as paintbrushes e.g. feathers, flowers, petals, leaves, sticks and see what effects you can create.</p> <ul style="list-style-type: none"> • Provide a range of materials • Model exploring different materials for paintbrushes • Facilitate open exploration • Explore different materials freely in order to develop their ideas about how to use them and what to make 	<p>Roleplay Home corner – Communicating with others in a familiar situation Shopping – fruit and veg stall, writing shopping lists, etc Restaurant – serving healthy food + any other following children’s interest</p> <ul style="list-style-type: none"> • Facilitate play • Support vocabulary • Engage to scaffold and challenge children in their play • Model using the space to help with regulation. 	<p>Skeleton Art On black paper use white art straws to make a body pattern – talk about skeletons. Discuss bones and how we keep them strong – drinking milk and dairy products</p> <ul style="list-style-type: none"> • Model how to print to chn draw first then stick straws to make desired image  
<p>Create a Rainbow Use different materials to make a rainbow- paint, collage, construction. Encourage grouping of colours and recognition of colours that are the same</p>	<p>Mess free Painting Fill a bag (sandwich bags work well) with paint and seal well. Allow children to explore the texture/ sensory experience. Use 2 paint colours to explore colour mixing.</p>	<p>Holi Festival Set up a paint station providing powder paints and water for children to explore colour mixing and making colours. You may want to model what happens when you add too much/ too little water. You could then also show the children how the powder makes bright patterns on dark paper when no water is added. Allow children time to explore independently</p> <ul style="list-style-type: none"> • Provide and model vocabulary linked to colour and colour mixing • Facilitate open exploration • Questioning

Further enhancements

<p>Focus Texts</p>	<p>Learn about the colours (Monster school) Red Rockets and Rainbow Jelly Big Red Bath The Emperor Who Hated Yellow Charlie and Lola’s colours The Day the Crayons Came Home I love the Seasons: Spring The Rhyming Rabbit Pip and Egg That’s MY Flower The Spring Rabbit One Springy Day Bella Loves Bugs Busy Spring: Nature Wakes Up Tad A Good Place</p>	<p>Key questions What colours do you see in the garden/ trees/sky/flowers? How do these colours make you feel? Which colours do you like most and why? What would you colour your own spring picture? What plants are colourful in spring? Can you describe the colours you see using different words? What is Spring? What happens in Spring?</p>	<p>Key vocabulary Primary colours - Red, yellow, blue. Secondary colours - green, orange, purple Other colours - black, white, brown, pink, grey, etc</p> <p>Bright, dark, light, pastel, vivid, dull, shade, tone, mix, combine, blend, change, similar, different, sort, classify, pattern, rainbow, striped, spotted, sky, grass, fruit, flowers, Spring, new life, change, hatch, nest, grow, seed, bulb, plant, leaf, flower, bug, environment, warm, rain, sunshine, flowers,</p>
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	<p>Sam plants a Sunflower It starts with a Seed</p> <p><i>+ books from the LRE topic box</i></p>	<p>Can I see signs of Spring? What is new life? Which animals are born in Spring? Can I match animals to their young? Which plants grow in Spring? How can I care for them</p>	<p>blossom, buds, green, baby animals, lamb, chick, calf, foal, kitten, puppy, eggs, garden, plants, seeds, watering, soil, sunlight, leaves, trees, bees, birds, butterfly, caterpillar, grass, care, water, roots.</p> <p>People that help us visit: doctor, nurse, teacher, mum, dad, friend, police, firefighter, see, hear, smell, taste, touch, feel.</p>
<p>Nursery Rhymes</p>	<p>Spr 1</p> <p>Twinkle twinkle, Little Star Humpty Dumpty 5 Speckled frogs I'm a little teapot Baa Baa Black sheep Heads, shoulders knees and toes</p>	<p>Spr 2</p> <p>I can sing a rainbow If you're happy and you know it 5 little monkeys jumping on the bed Tommy thumb It's raining, it's pouring I hear thunder 5 little ducks went swimming one day Rain rain go away</p>	<p>Celebrations and experiences</p> <ul style="list-style-type: none"> New Year's Day Chinese New Year (Lunar New Year) Pancake Day World Book Day Mother's Day St Patrick's Day Ramadan begins Easter Fire Engine Visit Police visit