



Topic Rationale

This project follows children's natural interest in the outdoor. It provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment. Children will have the opportunities to observe and identify plants and animals, and appreciate the wonder of the natural environment. Children will explore the sensory world of plants and the environment.

Week Dates	Week 1 WC 1.3.22	Week 2 WC 7.3.22	Week 3 WC 14.3.22	Week 4 WC 21.3.22	Week 5 WC 28.3.22	Week 6 WC 4.04.22
Hooks and events	<ul style="list-style-type: none"> Pancake day - 1st March Tiny Tales Theatre project begins 2nd March. World Book day- Booknic 3rd March. Zoom Story telling with Plymouth Library. 'Stop Dropping Litter' story read by the authors. 3.3.22 	Outside walk, using their super senses to observe nature's beauty and magic. In a small bag, collect fallen treasures they find along the way. Encourage the children to describe their surroundings and take digital photographs of interesting things, such as tree bark, leaves of different shapes and sizes, wildflowers.	Rose Review 14.3 St Patrick day 17.3 Book Trust bags- invite parents for an open session with the books. 18 th March	Mothering Sunday	Every child to plant their own plant. Track how it grows Trip to Devonport park.	Easter Fair Easter egg hunt
Keys texts	Mr Wolf Pancakes/ The Runaway Pancake – Chu's day Stop Dropping Litter	The Gruffalo	The Gruffalo	The Extraordinary Gardener	The Extraordinary Gardener	The Tale of the Naughty Little Rabbit.
Other books <i>End of day read & Teacher's favourite 5</i>	Poetry: Book of Fantastic first Poems We are going on a Bear Hunt	Non-fiction: My first Book of book of woodland animals. Gruffalo's Child	Stick Man I am a Tiger Little Red Riding Hood	Jack and the Beanstalk Jasper's Beanstalk	The Little Gardener A Little Bit Brave	Children's choice Easter stories
Maths books		None the number		I spy numbers	Ten Seeds	
Topic UW-EAD	World Books day Pancake day	Science/UW Animals from the forest Sort pictures of animals into those that live in a woodland habitat and those that live in their homes and local environment.		Science/UW -Identify the leaves, flowers, petals, seeds, roots and stem of a wild flowering plant. -Make detailed observational drawings of scented flowers, using hand lenses to look closely at colours, shapes and patterns. Choose from a range of drawing materials, such as chalks, felt pens, wax and pencil crayons and pastels, to record their ideas. Try smelly pens to add a sensory dimension to artwork.	Explore a range of garden herbs using all the senses. Talk about how herbs feel, smell and taste (where appropriate). Describe which smells they like and don't like and explain why. Grind herbs with salt or on their own using a pestle and mortar to release a stronger smell. Order the smells according to preference or strength	Why is Easter Special to Christians
CoEL		Focussed Frog (Freya)		Collaborative Chimp (Colin)		
Phonics	Review g, j, ch ng, Review Word Time 1.2 to 1.6 Spell using Fred Fingers Read Ditties	Teach th, nk, qu and review taught SF Teach 4 sound words 1.7 Read 'Red story books' Spell using Fred Fingers Read 3/4 sound nonsense words	Review set 1 SF teach ay, ee, Spell using Fred Fingers	Review SF and teach igh, ow Teach 4 sound words: Read 'Red story books'	Review taught SF and teach oo - oo Teach 5 sound words: Read 'Red story books'	Review all taught SF Teach 5 sound words: Read 'Red story books'



<p>Literacy</p>	<p><i>This term, we will be planning activities and provision to teach children to:</i></p> <ul style="list-style-type: none"> • identify title, author, illustrator in a book. • identify rhyming words • sequence stories and other events. • start to build caption or short sentences with teacher's support • answer 'how' and 'why' questions in response to prominent aspects or events in stories (e.g. \"Why did the wolf huff and puff. (With prompting and support.).) • look at and talk about illustrations and print in fiction and non-fiction books and print in the environment. • engage in extended conversations about stories, learning new vocabulary. 					
<p>Writing opportunities</p>	<p>Use Fred fingers Lists Feed Fred games</p>	<p>Adjectives – describe the Gruffalo Red word - he Rhyming words IND-Puppets</p>	<p>Hot sitting Add speech bubbles to the illustrations shown in the book IND -sequencing .</p>	<p>label plants Y1s write a non-fiction sentence and create a poster/leaflet. How plant</p>	<p>Write captions and use adjectives to describe a chose flowers. Y1s write a non-fiction sentence and create a poster/leaflet. How plant</p>	<p>sequencing writing Eater cards</p>
<p>Maths</p>	<p><i>This term, we will be planning activities and provision to teach children to:</i> find one more and one less, sorting 6,7,8, ordering, building 9 and 10. Y1 will be working number 11 to 20</p>					
<p>Foundation</p>	<p>sorting 6,7 and 8 one more and one less</p>	<p>representing 9 and 10 order to 10</p>	<p>composition of 10 numerals to 10 counting back</p>	<p>comparing numbers within 10 making 10</p>	<p>making 10</p>	<p>3D Shapes Patterns</p>
<p>Extension Year 1 + more able</p>	<p>one more one less using number line subtract finding the difference</p>	<p>Sorting and representing 11 to 15 Numbers 11-20 Tens and ones</p>	<p>one more –one less comparing numbers</p>	<p>order groups order numbers</p>	<p>Add by counting on Add ones using number bonds</p>	<p>find and make number bonds 3D shapes</p>
<p>PSED</p>	<p><i>This term, we will be providing opportunities for children to learn to:</i></p> <ul style="list-style-type: none"> • look after their environment. _weekly Forest School, ongoing activities, stories. • play in a group, extending and elaborating play ideas, e.g. building up a role-play activity • speak about our own needs/opinions/ideas – group time and ind. play • choose the resources they need for their chosen activities. • show an understanding of their own feelings and those of others. • start to explain the reasons for rules, know right from wrong and try to behave accordingly; (links to oracy) • respect the differences between people and different beliefs • know the difference between right and wrong and understand actions affect others. • work as part of a group. 					
<p>CL</p>	<p><i>This term, we will be providing opportunities to teach children to</i></p> <ul style="list-style-type: none"> • listen with more interest and to respond to stories. • describe where something is with prepositions. • follow 2 step instructions. • use 'and' and 'because' in sentences. • maintain attention and starts to sit quietly when appropriate. • use talk to organise, sequence and clarify ideas. • use descriptive language (adjectives) • listen and then complete an activity. • ask a range of questions • participate in small group, class and one-to-one discussions, offering their own ideas. 					



<p>PD</p>	<p>Gross motor</p> <ul style="list-style-type: none"> stand on one foot - environment +PE catch a ball – Outside play- PE experiment moving in different ways on equipment and jump landing safely. Outside play- PE manage own risk assessment – ongoing cross the middle line – Play dough dance + PE <p>Fine Motor</p> <ul style="list-style-type: none"> handle tools, objects, construction and malleable materials safely and with increasing control. In the provision know why it is important to handle different apparatus safely. In the provision know how to use scissors effectively. In the provision and guided activities hold pencil appropriately and conformably – ongoing in the provision 					
<p>Characteristics of effective learning</p> <p><i>Freya Focused Frog</i></p>	<p>Keeping on trying</p> <ul style="list-style-type: none"> Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties 			<p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> Showing satisfaction in meeting their own goals Being proud of how they accomplished something- not just the end result <p>Enjoying meeting challenges for their own sake rather than external rewards or praise</p>		
<p>Forest school and crafts ideas linked to topic</p>	<p>Tiny tales Project –first visit no FS session</p>	<p>Leaf identification Making an animal from the forest using clay and natural resources. Litter pickers Rock stacking</p>	<p>Stick people – link to stories Mini-shelters for the animals from the story or stick characters/people.</p>	<p>Pressed flowers – mother’s day presents. Planting – spider plants Every child to plant their own plant. Natural art Andy Goldsworthy</p>	<p>Magic potions Hammocks Planting seeds – beans</p>	
<p>Resources</p>	<p>https://www.youtube.com/watch?v=qCdVP9Qg6HM – Julia Donaldson signing The Gruffalo</p> <p>https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/ Trees</p> <p>https://www.ncetm.org.uk/in-the-classroom/early-years/ Maths</p> <p>-Scented play-dough: Participate in making scented play dough. Use a range of scents, such as lavender, basil (grind the basil leaves into a watery paste using a pestle and mortar) rose oil or mint tea to add to the dough mixture. Encourage children to carefully select which scents they want to add to their batch of play dough, explaining their choices. Do they want to attract others to play with their dough by giving it a beautiful smell? Or maybe they want to surprise others with a smell they weren't expecting? Help them to measure out and add the ingredients, mixing and kneading, then play by rolling, squeezing and stretching the dough whilst enjoying its fragrant smell!</p> <p>https://www.youtube.com/watch?v=v8VETGKNGM4</p> <p>https://www.youtube.com/channel/UC8w6ExJ9SEq-HSavM045vig</p>					