

### Specific Area: Literacy

Based on our book, *What the Ladybird Heard*, the children will:

Write something kind about a friend in the class.

Write a 'Wanted' poster for Hefty Hugh and Lanky Len.

Draw the main characters, label their key features and write character descriptions.

Write instructions on how to look after a duckling using the sentence starters: First, Next, Then, After, Finally.

Re-tell and write their own book of the story of 'What the Ladybird Heard'.

In phonics, the children will continue to focus on:

- Short vowels with adjacent consonants
- CVCC CCVC CCVCC CCCVC CCCVCC words
- longer words
- words with two or more digraphs
- compound words
- words ending in -ing, -ed, /t/, id, ed, -est

They will learn the tricky words: said, so, have, like, some, come, love, do, were, here, little, says. there when what one out today

### Specific Area: Understanding the World (UW)

**Sparkly starter:** A mysterious delivery of eggs will arrive at school. These turn out to be duck eggs that the children will observe as they grow and change over a 2- week period.

The children will:

Look at different lifecycles, including our own, and draw comparisons between those we see of the ducks, caterpillars and our own.

Make observations about how they grow and change.

Notice that baby animals change and develop over time and have different names when they become adults.

Be encouraged to notice how the seasons bring change, with particular reference to Spring and 'New Life'.

Look at key features of a map of the 'cunning plan' and draw their own version of the farm.

Create their own large and small-scale maps with an x marks the spot for friends to follow.

Give directions to a friend from point A to B using positional language.

Develop their positional language through reading 'Rosie's Walk' by Pat Hutchins.

Be taught that the world is made up of different animals and plants.

Learn that some things are living and non-living and to sort into two simple groups.

Learn how to plant seeds and look after living plants to help them grow.

### Prime Area: Communication and Language (CL)

The children will:

Continue to develop the Poetry Basket poems with:

- Have a Little Frog – an eight-line poem
- Dance – a four-line poem
- Pitter Patter – a six-line poem

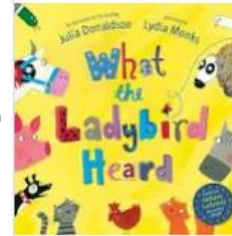
The children will Listen to the story of 'What the Ladybird Heard'. Joining in during key parts and making the animal noises.

They will re-tell the story of 'What the Ladybird heard'; re-enacting it through small world play, props and animal resources, whilst promoting new language learnt.

The children will continue to explore and play around with rhyming words and think of words that animals say. For example, 'neigh' and find words that rhyme with it eg hay, pay, weigh, clay, day.

Using Rhyme with words that animals say eg 'neigh' = hay, pay, weigh,

# New Life



### Prime Area: Personal, Social and Emotional Development (PSED)

The children will show that we can be as kind as the ladybird in the story and think of kind things to say about their friends in our class.

Linking to the story, the children will think about what we would do if we saw someone doing the wrong thing.

In the story 'What the Ladybird Heard' the animals work together to achieve the desired outcome. The children will try and learn from this and play team games.

### Religious Education

Our Driving Big Question is: 'Why is Easter a time for hope and joy?'

The children will read the Easter story and know that we remember Jesus at Easter time.

They will understand that we give praise and thanks at Easter, knowing that we have special signs and colours that remind us of the Easter message.

The children will learn that Jesus died for us and how he rose again on the third day. Thinking about the emotions of the people who found Jesus in the tomb.

The children will also be learning about the Hindu religion.

### Prime Area: Physical Development (PD)

The children will:

Learn how to stop a moving ball using their hands and continue to develop their accuracy of throw.

Develop an understanding into playing simple games and be able to follow simple rules.

Develop striking skills using balloons and other slow-moving equipment.

Recognise how to use music to move their bodies in different ways.

They will be able to link movements with different beats from the music and recognise how the tempo and speed of the music affects how they should be moving.

### Specific Area: Mathematics (M)

In our maths learning during this theme, children will...

Count in 2's using spots on ladybirds and ladybird 'doubles' Explore length and height; How far did the ladybird fly? Using a piece of string to help measure

Mark the changes of growth in seeds and plants

Children will focus on The White Rose unit - To 20 and beyond.

- Number Patterns to 20
- Matching Pictures to numerals
- Ten Frame fill Beyond 20
- Estimating games
- Ten Frame Subtraction games
- Missing numbers
- Ordering Numerals to 20
- Match, rotate, and manipulate shapes
- Bingo with Numbers to 20

### Specific Area: Expressive Arts and Design (EAD)

The children will:

Draw, using pastel and pencils, to make accurate drawings of people for their wanted poster of Heft Hugh and Lanky Len.

Make animal masks.

Explore mix and tone using paint.

Think about how a farmyard changes at night. They will look at images and discuss how the illustrator uses colour and tone to represent night time.

Mix paint to make night time colours.

Use fingerprints to make ladybirds.

Investigate pattern looking at the symmetry of butterflies.

Use the outside music area to create animal and farm songs.

Experiment with form (shape and model) to make RE clay tombs for Easter.