



Context for Learning: Lifecycles	Term: Spring 2	Year group: Year R
<p>Hook: What's inside the egg? There will be some mysterious eggs hiding in the classroom and all the children will have the opportunity to consider what will hatch out of the mystery eggs.</p> <p>Outcome: The children will share what they have learnt this term by performing a dance to children in Nursery who are starting school in September, based around the different lifecycles we have been focusing on.</p>		

<p>Key Events: <u>17.3.26 - Duck eggs arrive!</u></p>  <p><u>14.4.26 - A mobile farm comes to Wildground!</u></p> 	<p>Language: To develop our communication skills we will:</p> <ul style="list-style-type: none"> learn to ask appropriate questions allowing time for the person to answer understanding the skill of turn taking in a conversation understand what adjectives are and begin to use them in our writing take part in small group listening times as well as whole class story time learn how to listen to and follow oral instructions describe changes and the different life cycles of animals
	<p>The Arts: In developing the arts we will:</p> <ul style="list-style-type: none"> learn how to make use of props and materials when role playing characters in narratives and stories learn about the artist Damien Hirst and the symmetry and colours he paints in his artwork use junk modelling to create the different farm animals that the children have encountered
	<p>Inclusion: To be as inclusive as possible we will:</p> <ul style="list-style-type: none"> continue to develop our Makaton skills to support all of the children celebrate different cultures discussing how everyone's beliefs should be respected
	<p>Possibilities: In order to widen our knowledge and understanding of the future we will:</p> <ul style="list-style-type: none"> explore jobs linked to farming and animal care and what training and learning they have to do before starting these roles explore how jobs change and how progression can happen within their role challenge stereotypes by looking at the perception of female and male roles
	<p>Environment: As people concerned with our environment we will:</p> <ul style="list-style-type: none"> learn about the people who have a job looking after the environment and the wild animals living in it learn about how we can look after our local environment learn about how the environment that looks after farm animals, is cared for

Main Areas of Learning	
Mathematics we will	<ul style="list-style-type: none"> • learn the days of the week and using language today, tomorrow and yesterday • recognise numbers to 9 and link number names and their cardinal value to 9 • subitise groups of objects to 9 • select a given amount from a group up to 9 • match numerals to quantities up to 9 • say one more than/one less than- able to say one more /less than a given number to 9 • begin to partition numbers in a different way up to 9 recognising different groups can be combined make numbers up to 9 • recite some number bonds to 5 • correctly name some 3D shapes • begin to discuss the properties of 3D shapes • begin to recognise 3D shapes in the environment
Literacy we will	<ul style="list-style-type: none"> • write simple labels or captions independently • begin to write short sentences • Fred Talking words before we write all the sounds we can hear • practice saying a sentence then writing the word that comes next • begin to re-read what we have written to check it makes sense • continue with Read, Write, Inc. to develop our phonics knowledge • write a review of their learning
Personal Social and Emotional Development we will	<ul style="list-style-type: none"> • show resilience and perseverance in the face of challenge • understand it is okay to make mistakes and it is how we use them to help us grow • think about the perspectives of others and consider how our actions can have an impact on our friends • build confidence to speak in front of an audience • ask for help when needed
Communication and Language we will	<ul style="list-style-type: none"> • join in and turn taking when speaking and listening • recount events from our mobile farm visit • listen to oral instructions • begin to correctly use newly taught language related to the stories shared in guided reading
Understanding of the World we will	<ul style="list-style-type: none"> • learn about Christian festival of Easter • look at new life and how it links to Easter • understand how we grow and change • learn about a range of animals focusing on lifecycles of animals • describe changes and life cycles of animals • discuss the hatching of ducks • explore the natural world around them • plot key class events on class timeline
Expressive Arts and Design we will	<ul style="list-style-type: none"> • look at the artist Damien Hirst focusing on his Butterfly art • experiment designs and patterns • create a dance about lifecycles using a range of movements and levels • use tools and techniques appropriately and safely • explore colour mixing and how different colours can be made
Physical Development we will	<ul style="list-style-type: none"> • explore different ways of moving a ball as well as working as a team. • learn to throw, kick, dribble and catch. • continue to develop fine motor control using scissors, small construction, threading and pencil skills and leading on to handwriting and letter formation