

**Personal Social and Emotional Development**

- Can make choices and communicate what they need.
- Begin to show persistence when faced with challenges.
- Can keep play going by co-operating, listening, speaking, and explaining.
- Can reflect on the work of others and self-evaluate their own work.

Jigsaw PSHE: Healthy Me

**Communication and Language**

- Ask questions to find out more.
- Follow instructions.
- Take turns to speak and listen.
- Start a conversation with peers and familiar adults.
- Develop social phrases e.g. 'good morning'.

**Understanding the World**

- Observe and talk about signs of Spring children make observation about cause and effect.
- To understand where food comes from.
- To recognise the mother and their young of animals.
- Make choices about the buttons and icons they press on iPads, laptops and desktops.
- Understand why eggs are important at Easter time.

RE Enquiry questions;  
 Why are pancakes eaten on Shrove Tuesday?  
 Why are Easter eggs a symbol of new life?

**Mathematics**

- Apply counting principles when counting to 9 and 10 (forwards and backwards).
- Represent 9 and 10 in different ways.
- Compare quantities using more items, fewer items or the same number of items.
- Explore number bonds to 10 using objects.
- Introduced to the names of 3D shapes
- Be given opportunities to explore similarities and differences between them and sort them according to what they notice.

**Literacy- Reading and Writing**

- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Develop their own narratives and explanations by connecting ideas or events.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.
- Build words using letter sounds in writing.
- Orally compose a sentence and hold it in memory before attempting to write it.

**Do Cows Drink Milk?**  
**Spring Term 2**  
 School trip: Church Farm  
 In school experiences: Work Book Day, Science Week

**Expressive Arts and Design**

- Observational drawings of fruit, vegetables and spring flowers.
- Create a farm sound scape using voice and instruments.
- Charanga Music – Our World

**Possible Texts**

- Little Red Hen
- Farmer Duck
- What the Ladybird Heard
- Rosie’s Walk
- Squash and a Squeeze

**Physical Development**

**Gross Motor Skills:**

- Ride the trikes, scooters and balance bikes.
- PE: Gymnastics
- Negotiate space when playing running and chasing games.

**Fine Motor Skills:**

- We will be taking part in a variety of activities designed to develop the muscles in our hands, fingers and thumbs. These include:
- Dough station – playing freely with playdough
- Cutting activities – holding scissors correctly and using them to snip
- Funky fingers area
- Hold pencil effectively with comfortable grip
- Forms recognisable letters most correctly formed.

## Topic: Do cows drink milk?

### What should I already know?

How to make healthy choices about food and drink.

The names of animals that live on a farm.

### Key Questions;

What is a farm?

What does a farmer do?

What produce do we get from different animals?

What ingredients are needed to make pancakes?



**Mammal**- animals that breathe air, have a backbone, have fur/hair and give birth to live young

**Bird** – animals with feathers, wings and a beak

### Key vocabulary;

**Farm** – a piece of land used to grow crops and/or raise animals for produce

**Tractor**- a strong work vehicle with large wheels, used for farming

**Crop** – living plants grown by farmers

**Vegetables** – a part of a plant you can eat

**Fruit** – ripe part of a flowering plant that contains seeds

### By the end of this topic we will have learned;

As **Geographers**, we will learn how the natural world changes and differs between seasons and how this affects farming

As **Historians**; we will learn how farming has changed over the years

As **Scientists**, we will learn where our food comes from; be able to name animal babies and describe the changing states of matter

### Animal and their Young

Take a look at these **animals** and their **young**. What differences can you see between the babies and their **adult** parents?



**Cow**



**Calf**



**Pig**



**Piglet**



**Horse**



**Foal**



**Duck**



**Duckling**



**Sheep**



**Lamb**



**Swan**



**Cygnets**