

Seahorses	Spring 2 A4 2024 5 weeks
Theme(s)	<i>Can you tell a story? (Traditional Tales)</i>
Key texts	The Elves and the Shoemaker, The Three Billy Goats Gruff, The Gingerbread Man and The Easter Story
Learning Challenges	What is a Traditional story? Who are the main characters in the story? Where is the story set? What are the repeated phrases? What happens outside in Spring?
Communication and Language	Learning and using story language Listening with increasing attention and recall Join in with repeated phrases Anticipating and explaining events in stories, retelling in sequence Story Mapping key events Using past, present and future forms accurately Re-enact the story line with props
Writing Genres	Story – Traditional Tales Letter writing - to troll Instructions - how to bake a Gingerbread Man
Literacy	Understanding the difference between fiction and non-fiction texts Beginning to learn the digraphs and tricky words in Phase 3 Continue a rhyming string Using vocabulary and story language that are influenced by traditional tales Writing short sentences with some words spelt correctly Use a capital letter and full stop when writing a sentence Write for different purposes – letter, list, instructions etc. Talk about what they have read
Maths	Building 9 & 10 Explore 3D shapes WRM Wks 1 - 4
PSED	Healthy and Safer Lifestyles 2 - Keeping Safe including Drug Education Keeping Safe Road safety
Religious Education	UC F3 - Salvation Why is Easter so special to Christians? Recognise and retell stories connected with celebration of Easter; Say why Easter is a special time for Christians; Talk about ideas of new life in nature; Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature; Talk about some ways Christians remember these stories at Easter.

Physical Development	Showing control and co-ordination in both large and small movements Negotiating space and tools with an awareness for safety Experimenting with different ways of moving, in dance and gymnastics Jumping off and landing appropriately Travelling with confidence around, under, over and through balancing and climbing equipment Show greater accuracy and care when writing and drawing
UW - Geography	Seasonal changes Signs of Spring outside Weather changes
UW - People and Communities	Comparing family customs and traditions - How do you celebrate Easter?
UW - Science	Find similarities and differences in relation to living things Make observations of trees and explain why some things occur, talking about changes Investigating light and dark with shadows
EAD - Music	Leicestershire Music Syllabus - Unit 3 - Rhythm Explore rhythm through play Create rhythms and suggest symbols to represent rhythms Keep a steady pulse with some accuracy while playing Recognise and control changes in tempo Listen to ideas from others, taking turns
EAD - Dance	Exploring movement, dance and gesture to express and respond to ideas Represent their own ideas through dance
EAD - Art	Follow instructions to create a planned effect Use own ideas to make representations of characters from stories Use tools and techniques competently and appropriately Look closely at daffodils and create accurate representations