



# Spring Has Spring – Knowledge Organiser.

## Key Vocabulary:

Spring, buds, growing, germinate, stem, changes, weather, seed, plants, beanstalk, sunflower, watering, gardening, caring, nature, life cycle.

Easter: Jesus, eggs, new life, celebrate, risen.

## Core Books



## Things I Will Learn

I can name the four seasons.

spring

summer

autumn

winter



I can talk about seasonal changes I have noticed around me.

trees have buds

evenings are

weather is warmer

flowers are growing



I can describe what I see, hear and feel when I'm outside.

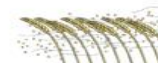
birds nesting

splashing in puddles

insects flying

blossom on trees

gentle breeze



I can name some common natural items that are found outside in spring.

sheep and lamb

hen and chick

tadpole and frog

duck and duckling

cow and calf



I can talk about some of the events and festivals that are celebrated in spring.

## Things to Remember:

Label all PE kit and bring to school. (PE will be on a Tuesday) This will be sent home at half term for washing.

Please send reading books and reading records into school every day.

## Key Knowledge Taught

### Phonics – Phase 3:

Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words, words with s /z/ in the middle, words with -s /s/ /z/ at the end and words with -es /z/ at the end.

Review all tricky words previously taught.

### Literacy:

- To learn to read and write sounds with correct formation. Sounds we will be working on are
- Read simple phrases and sentences using known letter-sound correspondences.
- Spell words by identifying the sounds in them.
- Write short sentences using known letter-sound correspondences with a capital letter and a full stop.
- Engage in non-fiction books.

### Maths:

- Building 9 & 10
- Consolidation
- Number ordering, addition and subtraction.
- Sharing Easter eggs. Measure: height of Beanstalks, Estimation, recording numbers.
- Using and applying guided reasoning skills.
- Creating different patterns using Easter eggs.
- 3D shapes.
- Data to find out about Easter eggs.
- Tally charts/block graphs.
- Number sentences.
- Part part whole.
- Positional language using the BeeBots.

### Physical:

- Develop overall body strength, balance, coordination and agility.
- Fundamental skills including running, hopping, skipping and climbing.
- Progress towards a more fluent style of moving, with developing control.
- Develop overall body strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

<p><b>Personal, Social and Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Manage own personal hygiene and putting on and fastening my own coat and shoes.</li> <li>• Show curiosity and independence.</li> <li>• Express our feelings and consider the feelings of others.</li> <li>• Develop confidence and resilience, underpinning positive mental health.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> </ul> <p>Healthy Me Jigsaw unit: importance of regular physical exercise, healthy eating, tooth brushing, sensible amounts of screen time, good sleep routine and being a safe pedestrian.</p>	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>• Use new vocabulary throughout the day.</li> <li>• Read, retell and explore familiar stories including 'Our Favourite Five stories this half term: Jasper's Beanstalk, Goodbye Winter Hello Spring, The Tiny Seed, One Springy Day, Errol's Garden.</li> <li>• Listen to and talk about stories and retell them.</li> <li>• Describe events in some detail.</li> </ul>	<p><b>Expressive Arts and Design:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on previous learning, refining ideas and developing their ability to represent them.</li> <li>• Listen attentively, move to and talk about music, expressing feelings and responses.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Sing in a group following the melody.</li> <li>• Explore and engage in music making and dance performing in a group. Vivaldi's Four Seasons: Spring dance with streamers and ribbons.</li> <li>• Develop storylines in their pretend play.</li> <li>• Watch and talk about dance and performance art, expressing feeling and responses.</li> </ul> <p>Springtime Crafts, design and make baked goodies box, Easter baking.</p>	<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Take part in Candle Time.</li> <li>• Explore the natural world around them. (Spring Weather)</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Exploring the natural world</li> <li>• Understanding changes in seasons on the world</li> <li>• Planting and growing plants and caring for them.</li> </ul> <p>Easter: how do people celebrate?</p>
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<p><b>Key Dates and Events:</b></p> <p>1<sup>st</sup> March: Pancake Day  3<sup>rd</sup> March: World Book Day  7<sup>th</sup> and 10<sup>th</sup> March: Parent's Evening  w/c 14<sup>th</sup> March: Science Week  18<sup>th</sup> March: Red Nose Day  w/c 21<sup>st</sup> March: Mother's Day Stall  1<sup>st</sup> April: Non-uniform day tree planting.  6<sup>th</sup> April: Easter Theme Day  8<sup>th</sup> April: Break up for Easter</p>
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<p><b>Things to Talk About and Find Out:</b></p> <ul style="list-style-type: none"> <li>• What should we wear to go outside today?</li> <li>• What signs of spring can you see around us?</li> <li>• Have you noticed anything different or new?</li> <li>• What has started growing?</li> <li>• What might this grow into? Can you describe it?</li> <li>• What do you call a baby (name of animal)?</li> <li>• How have you changed and grown?</li> <li>• How is spring different from winter?</li> <li>• Which season comes after spring? What changes might we see them?</li> <li>• What do you celebrate during spring?</li> </ul>
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<p><b>How else can I help?</b></p> <ul style="list-style-type: none"> <li>• Read reading books regularly and comment in reading records.</li> <li>• Practise the sounds in their sound book and practise blending to read the words in word-boxes.</li> <li>• Practise sight recognition of the tricky words your child has learnt so far.</li> <li>• Count objects Rehearse counting beyond 10.</li> <li>• Practise throwing and catching a ball.</li> <li>• Ask your child about their day to continue their learning at home.</li> </ul>
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