**Blue = F1** **Green = F2** **Black = Both**

Communication and Language

* Look at photographs taken on the ‘Signs of Spring’ walk. Discuss in partners or small groups the changes they observed linking with prior knowledge of Winter and changes happening now.
* In the tuff tray, allow children to plant their own seeds and talk about the process they are taking part in.

**Spring**

Literacy

* Read Non-Fiction books about Spring, Minibeasts, lifecycles and Seasons.
* ‘The Little Seed’ by Eric Carle, ‘Hello Spring’ by Jo Lindsay ‘Spring’ by Wander Will
* Mark-make using flowers and bulbs. (F1)
* Design seed packets and write instructions about planting seeds. (F2)
* Sequence and label images from the lifecycle of a butterfly/Frog (F2)

Physical Development

* Use gardening tools effectively to plant their own seeds/bulbs. Discuss the importance of safety when using the tools.
* Encourage children to independently put their waterproofs and wellies on and zip-up their coats. (F1)
* Use tweezers to place the correct amount of seeds inside the numbered pots. (F1)
* Use their body to explore movement of the lifecycle of a butterfly. Use Vivaldi Four Seasons Spring (F2)

Ideas from children?

What has happened before?

What next?

Understanding the World

* Plant seeds. Think about what the flowers need to grow and how we can help them.
* Discuss the change in weather. Notice the differences from the past experience to the present experience by going on a Spring Hunt. Document the signs of Spring!
* Watch a video of ‘New Life’ occurring, such as chicks or ducklings hatching. What do they need to survive? How do they change? How do humans change over time? Ask for Baby photos to be brought in. (F2)
* Watch a video of ‘New Life’ occurring, such as chicks or ducklings hatching. Explore animals and their young. (F1)

Mathematical Development

* Hide ladybird pictures outside. Find them and count the dots (F1)
* Recognise patterns within the environment and create patterns using flowers and seeds. (F1)
* Count the spots on one side of the ladybird and find the double. (F2)
* Explore weight and capacity using seeds, soil, stones etc (F2)

Personal, Social and Emotional Development

* Set up a Gallery for children to display their work, offering them a chance to share their creations. Talk about the work they have made in the Gallery and celebrate their achievements together.
* Talking about different fruit and vegetables that are grown and the difference between healthy and unhealthy foods. (F1)
* Talk about the human lifecycle and how we have grown. Discuss the importance of hygiene and eating healthy foods to keep our body strong. (F2)

Expressive Art and Design

* Make props (such as wings) to act out the flight of a butterfly (F1)
* Undertake Observational paintings of daffodils with paint (F1)
* Show the children how to use water colour paints. Create observational paintings of daffodils (F2)