

Term 4: 2025

We will look at the story: 'Seasons come and seasons go – TREE' by Britta Teckentrup.



Subjects I will cover in this topic:

Personal, social and emotional development (PSE)	Communication & language (C&L)	Physical development	Expressive arts & design (EAD)	Understanding the world (UTW)	Mathematics	Literacy
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The characteristics of effective learning will underpin our education:

Playing and exploring

Active learning

Creating and thinking critically

Things I will learn during this topic:

- In C&L- I will continue to listen to stories read by the adults. I will talk about them to build familiarity and understanding. I will learn new vocabulary and have the opportunity to use the new vocabulary through the day in different contexts. I will be able to retell the story once I have developed a deep familiarity with the text; some as exact repetition and some in my own words. I will use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.  
I will connect one idea or action to another using a range of connectives.  
I will have the opportunity to ask questions (To check that I understand what has been said to me)
- In PSE – I will continue to know and talk about the different factors that support my overall health and wellbeing: e.g. healthy eating & having sensible amounts of 'screen time.'
- In literacy- I will write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- In UTW- I will understand some important processes in the natural world around me.
- In EAD – I will adapt and recount narratives and stories with my friends and my teacher.  
Explore, use and refine a variety of artistic effects to express my ideas and feelings.

**Additional to topic:**

**World Book Day 6<sup>th</sup> March**

**British Science Week 7<sup>th</sup> – 16<sup>th</sup> March**

**C&L:** I will learn the nursery rhyme – One, two buckle my shoe.

I will listen to my friends share their story boxes and understand why listening is important. **PSE link:** To see myself as a valuable individual.

**Whole school SEAL (Social & emotional aspects of learning) topic:** Good to be me.

**RE:** What is special about our world?

**PE:** I will further develop and refine my ball skills - kicking, passing and aiming.

**Phonics:** I will continue to –

Read individual letters by saying the sounds for them.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to our phonic programme.

Blend sounds into words, so that I can read short words made up of known letter–sound correspondences.

Spell words by identifying the sounds and then writing the sound with letter/s.

**Mathematics**

We will continue to look at number bonds.

We will compare amounts (Including length comparisons)

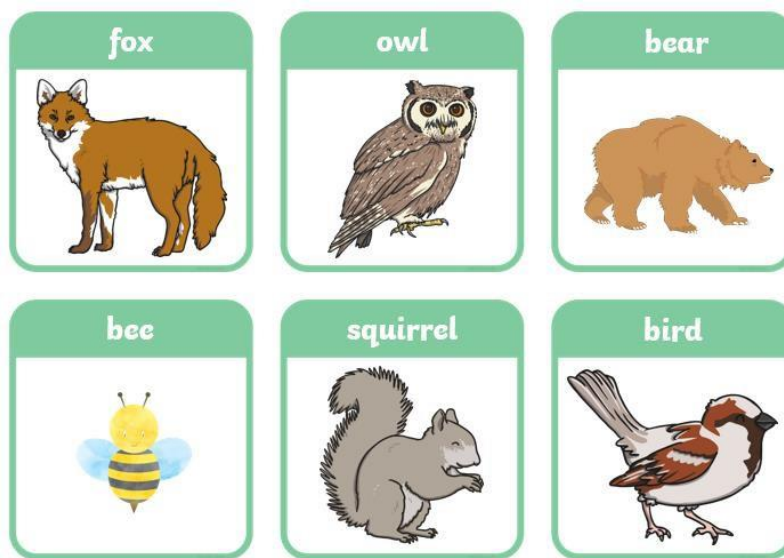
**Places I will visit, people that will help me to learn and exciting things that will happen:**

Miss Slater, Mrs Gunn & Mrs Mienie will continue to help me to learn.

We will have a STEM (Science, technology, engineering & mathematics) ambassador working with Reception on the 19<sup>th</sup> March. His name is Sam Wyman and he will focus on the effect of changing seasons on the natural world around us.

- We will continue to focus on using the correct formation when we are writing our sentences.
- In our reading area, we will have the small world animals from the story. We will have multiple copies of “Tree” so that we can look through the story with our friends and talk about it. We will ensure that we clearly display key vocabulary.
- On our light box, we will be able to discuss and sort seasonal pictures.
- We will have non-fiction books linked to the seasons within our environment.

**Key animals/insects from the book:**



**Key facts I need to know:**

That seasons are key times within the year.

Things that we are more likely to see within each season

e.g. Winter: Snow, ice, clothing to keep us warm.

Spring: Daffodils, blossom, animals waking up.

Summer: Sunshine, sun cream, sunglasses.

Autumn: Golden leaves, pumpkins, animals beginning to shelter, wind/colder nights.

**Topic specific vocabulary I will use and learn the meaning of during this topic:**

Seasons - Spring, Summer, Autumn, Winter

Book linked vocabulary: Grippled, melting, peeping, scamper, flit, drift, shelter

**What do I want to know? What questions do I have?**

**Pupil voice:**

To ask the children once they have been introduced to the story.