



EYFS and KS1 mixed-age planning

Spring term 2



Coastline

Year 2
Geography
Whole term project

In this project, Reception children develop their understanding of the world as they find out about the plants and animals that live in a beach environment. They continue to use maps, atlases and globes to explore locations around the world and develop their understanding of how to create simple maps.

The EYFS project **On the Beach** links directly with the learning in Y2 and will provide progression. Use the [Did you know?](#) resource to support the learning the enhanced provision ideas to add to the provision each week.

Use stories including the Reception story pack *The Sea Saw* by Tom Percival to provide context for the learning.

Area of learning covered: UW

Reception children:

- Use maps to explore the seas and oceans around the world
- Explore a beach habitat and learn about the plants and animals that live on the seashore and in rock pools
- Explore how to look after the living things at the beach
- Find out how to be safe when visiting a beach
- Develop their understanding of how to make simple maps and use positional language
- Explore why people enjoy visiting beaches and compare their experiences of visiting beaches to beach holidays in the past

Lesson	Supporting Project	Content
Introductory knowledge	On the Beach Develop 2 Seas and oceans	Use this activity to introduce the children to seas and oceans around the world. Display large world maps and globes and ask what the children think the blue and green shapes represent. Explain that the blue represents the seas and oceans of the world, which cover over two-thirds of the Earth. Tell the children that an ocean is a large expanse of water and that even though all the seas and oceans join together, they have different names. Invite them to locate the UK on the map and show them that it is an island surrounded by water. Tell them the name of the sea or ocean that they paddled in as part of the Memorable Experience. Show the children the sea or ocean on a map or globe. Provide time for the children to look at the names of seas and oceans on a map or globe. Tell them that the largest, deepest ocean is the Pacific Ocean, and the coldest ocean is the Southern Ocean. Use Google Earth to take a trip around the seas and oceans of the world. Provide tablets for the children to look up facts, see images or watch videos of the different oceans.
Memorable Experience Coastal visit	On the Beach Memorable Experience What can you do at the beach? (Reception)	Travel to the coast to explore the fascinating world of the British seashore. If possible, invite a beach ranger to talk to the children and show them the different animals that live on the beach. Encourage the children to explore rock pools and collect ‘treasures’ from the shore using nets, scoops, tweezers, buckets and spades. Provide the children with cameras or tablets, the Seashore spotting sheet and the Rock pool spotting sheet to record their observations. Before the visit, watch the At the seashore video and think of questions you would like the children to answer during the visit. Highlight the importance of being safe at the seashore and give the children clear instructions and rules to follow.
Memorable Experience Alternative start	On the Beach Memorable Experience What can you do at the beach? (Nursery)	Show the children the What can you do at the beach? video . Give them time to discuss beach days out and what they like to do when visiting the beach. Invite the children to bring in pictures of themselves having fun at the beach. Support them to compare the seashore with the Nursery environment and explore how it is similar or different. Create a seashore in your setting using bags of sand, pebbles, water-filled Tuff Tubs and deck chairs for the children to explore and enjoy. Offer beach balls for the children to play with and have a picnic lunch or provide ice creams or ice lollies for them to enjoy. Take photographs or videos of the children having fun ‘at the beach’.
Engage Lesson 1: Map reader	On the Beach Develop 3 Treasure maps	Develop children’s understanding of how to make and use maps. Put the Message in a bottle letter in a plastic bottle with the Treasure island map . Read the letter from Captain Jill to the children and discuss how they can help her. Display the map and locate where they think Shark Bay might be. Choose a suitable place to bury the treasure and choose a route across the island, past the different features. Model how to write instructions for Captain Jill to follow, and provide each child with a Treasure island map template , writing resources, sound mats and word banks. Explain that they need to choose a place to bury the treasure, draw a route on the map and write instructions. Provide time for the children to read their instructions to you or the rest of the group when they are complete. You could read the Thank you letter once all the children have completed their maps and instructions.
Engage Lesson 2: Reading keys	On the Beach Develop 3 Going on a journey	Use this practical activity to develop children’s understanding of directional language. Display a compass and show the children the different points, explaining what they represent. Show how the needle of the compass always points north. Ask them how they think a sailor would use a compass at sea and how it would help them. Ask how a sailor would know what direction they were travelling if they didn’t have a compass. Explain that people used to navigate using the Sun and the stars. You could show the children the Star constellation picture cards , and explain that the stars are in patterns called constellations. Create a trail outside for the children to navigate their way around. Use sticks to form arrows showing which direction to go and pebbles representing how many steps they need to take. For example, an arrow with five pebbles would tell the children to take five steps. Invite the children to choose a partner to navigate the course with and set the children off at intervals. You could even provide compasses to see which direction they face as they make their way around the course. You could invite the children to create courses for each other to follow.

Engage Lesson 3: Physical processes	On the Beach Develop 1 Looking after our beaches	Use this story to support children to understand how litter can affect the beach habitat. Read <i>Clem and Crab</i> by Fiona Lumbers. Use the story to discuss how litter can affect the animals that live on beaches. Display types of litter found on the seashore on a tabletop. Include items made from different materials, such as plastic, metal, wood, rubber, foam, ceramic and fabric. Ask the children ‘What material is this? How might this litter hurt an animal or the environment? What might happen if people carry on leaving their rubbish on the seashore? How can we stop people from leaving their litter?’ Children could sort the litter into labelled baskets for recycling.
Engage Lesson 4: Human features of a coastal town	On the Beach Enhanced provision Down at the harbour	Use this activity to act out experiences of visiting a beach. Add small boats, sand, toy beach huts, wooden blocks, pebbles, a model lighthouse and small world figures for the children to create a harbour-themed small world.
Develop 1 Lesson 1: Coastal signs (Breadth and depth)	Coastlines Enhanced provision Model coastlines	Provide a range of natural materials, including sand, clay, soil, pebbles and rocks for children to make model coastlines and physical features.
Develop 1 Lesson 2: Remarkable RNLI (Breadth and depth) Lesson 3: Coastal rescue	On the Beach Develop 3 Keeping safe at sea	Use this activity to develop Reception children’s understanding of how to keep safe at sea whilst the KS1 children explore coastal rescue and how the RNLI help us. Display the Keeping safe at sea picture cards . Invite the children to discuss how the objects and people in the pictures can help to keep people safe when they are at sea. Explain that coastguards work with the emergency services to keep people safe at sea. Provide time for the children to comment and ask questions to find out more. If you live near the coast, you could invite someone from the RNLI to come in and talk to the children about sea safety.
Develop 1 Lesson 4: Saltwick Nab	On the Beach Develop 1 Who lives on the seashore?	Use this activity to revisit learning from their beach visit and explore the living things that live in a beach habitat. Share the book <i>Who’s Hiding at the Seaside?</i> by Katherine McEwen. As you read the book, introduce the children to different seashore habitats, including the beach, cliffs, rock pools and the sea. When the children have explored the book to find out about the various animals on the seashore, display the Seashore animals picture cards , and invite them to name as many seashore animals as possible. Invite them to describe the different animals that live on the seashore and compare their features. Explain that you will create a seashore mural or display to show the different habitats and animals that can be found there. Provide painting and drawing resources, then ask the children to create a picture of their favourite seashore animal. Cut the animals out and ask the children to describe the animal and its habitat. You can add children’s quotes about the animals to the display.
Develop 1 Lesson 5: Waves! (Breadth and depth)	On the Beach Engage Seaside scenes	Display seaside-themed paintings for the children to view. Paintings could include <i>The Beach at Trouville</i> by Claude Monet, <i>Beach Scene</i> by Edgar Degas, <i>Rhyl Sands</i> by David Cox, <i>View of Collioure (The Tower)</i> by Henri Matisse or contemporary artwork by artists like Laura Wall. Invite the children to talk about the images, describe what they can see and talk about their likes and dislikes. Provide paper, paintbrushes, ready-mixed paint and the Seaside scene picture cards for the children to create seaside-themed artwork. Create a gallery displaying the children’s artwork.
Develop 2 Lesson 1: Comparing past and present Lesson 2: Jobs in the past	On the Beach Engage Holidays in the past	Use this activity to explore the difference between beach holidays in the past with their experiences. Display Holidays in the past picture cards and explain that people have had holidays on the beach for many years. Tell the children that people wore knitted swimsuits made from wool in the past and often came to the beach dressed in their best clothes. The men sometimes wore shirts, trousers and jackets and, instead of wearing hats, would put a knotted handkerchief over their heads to protect them from the Sun. People would travel to the beach by train or bus. Invite them to compare the pictures with their days at the beach, comment on the images and ask questions to find out more. Use the pictures to create a ‘then and now’ display or book with the children’s quotes.
Develop 2 Lesson 3: Captain James Cook (Breadth and depth)	On the Beach Enhanced provision Old Jack’s boat	Offer computers or tablets and play episodes of <i>Old Jack’s Boat</i> on CBeebies Radio.
Develop 2 Lesson 4: Tourism	On the Beach Engage Wish you were here?	Use this activity to explore why people visit beaches and the things they like to do there. Display the What can you do at the beach? picture cards alongside photographs of the children enjoying different activities from the Memorable Experience. Invite the children to talk about activities they enjoy doing at the beach. Display a range of beach-themed postcards and invite them to talk about what postcards are, why they might send them and who they would send them to. Provide the Postcard template and explain that they will write a postcard about their trip to the beach. Encourage the children to talk about their experiences and say their sentences out loud before writing them. Provide sound mats and word banks to support the children with the writing process and encourage them to read back their writing to check it makes sense.
Develop 2 Lesson 5: Sea shanties (breadth and depth)	On the Beach Engage Seaside songs	Teach the children a range of seaside rhymes and songs, such as <i>She Sells Seashells</i> , <i>I Do Like to Be Beside the Seaside</i> , <i>A Sailor Went to Sea</i> and <i>Bobby Shafto’s Gone to Sea</i> . Explore the vocabulary in the songs and invite the children to give their opinion on the songs they like the best.

Innovate My coastal town	Use the Innovate stage of On the Beach to create a group collage to show what they have learned about beach habitats and the plants and animals that live on the beach.
Express Celebrating the coast	Provide Reception children the opportunity to revisit their learning through the project, share their experiences with others and ask questions to find out more.



EYFS and KS1 mixed-age planning

Spring term 2



Uses of Materials

Year 2
Science
Half term project

In this project, Reception children develop their understanding of the world as they explore and describe a range of materials. These activities are from various EYFS projects and link directly with the learning in Y2 to provide progression. Use the enhanced provision ideas to add to the provision each week.

Area of learning covered:
UW

- EYFS children:
- Develop their scientific knowledge as they begin to explore and describe materials and their properties
 - Sort and group materials and talk about how they are similar and different

Lesson	Supporting Project	Content
Introductory knowledge Materials and properties	Build It Up! Memorable experience/ Engage (Nursery) Build it up!	Use this activity to introduce children to a range of different materials. Invite a bricklayer or construction worker into school to show the children how to build a brick wall. Encourage them to describe what they are doing and ask questions to find out more. Let the children handle the bricks and mix the cement. Introduce the children to vocabulary, such as 'brick', 'bricklayer', 'build', 'construct', 'level', 'cement', 'join', 'hammer' and 'trowel'. Take plenty of photographs and record the different sounds, such as mixing the cement, scraping excess cement with a trowel and bedding the bricks with a hammer.
Engage Lesson 1: Exploring everyday materials	Build It Up Develop Homes for the pigs	Share a version of the traditional tale <i>The Three Little Pigs</i> with the children. Talk about the materials the pigs used to build their houses and whether they made good choices. Ask the children what materials they think were used to make their houses. Gather a range of building materials, including stone, slate, brick, glass, wood, rubber, plastic and metal. Allow the children to handle the materials and describe how they feel. Ask questions to prompt the children's scientific thinking and encourage their talk, for example, "What is this material called? How is it used when building a house? How does the material feel? Why is this material used for windows?" Encourage the children to share their observations and help them to sort the materials according to the criteria they suggest.
Engage Lesson 2: Shaping materials	Uses of Materials Enhanced provision Shape it!	Provide malleable materials, such as slime, cornflour gloop, play dough, plasticine and clay for the children to handle. Encourage them to describe how the materials feel and how they can be changed by twisting, bending, squashing and stretching. Provide drywipe boards and pens for children to record their observations.
Engage Lesson 3: Bending, stretching, twisting and squashing	Uses of Materials Enhanced provision Bend it!	Provide a range of pipe cleaners and coated wire. Display the Wire sculptures picture cards and challenge the children to create sculptural artwork by bending and twisting the wire in response to the images.
Develop Lesson 1: Linking properties to uses	Long Ago Develop 1 Baby toys	Provide a range of baby toys, such as cloth books, soft teddies, comforters and rattles for the children to explore. Invite them to talk about the materials used to make the toys and describe how they feel. Ask the children if the toys at school are suitable for babies to play with and explain why. Display a range of materials, including wood, metal, plastic, furry fabric, hessian, velvet and cotton. Provide time for the children to handle the materials and discuss how they feel. Introduce the children to words, such as soft, smooth and rough and encourage them to use these words when describing the materials. Ask the children to choose materials and fabrics suitable for making baby toys and to explain their reasoning.
Develop Lesson 2: Testing paper	Uses of Materials Enhanced provision Textures	Provide paper and cardboard of various thicknesses and textures. Challenge the children to cut shapes from the resources to create a textural collage. Offer paper and wax crayons for the children to take rubbings of their pictures. Encourage them to describe the textures as they work.
Develop Lesson 3: The problem with materials	Big Wide World Develop 3 Recycling	Display a wide variety of recyclable materials. Invite the children to explore the objects and discuss the materials out of which they are made. Label large boxes with 'plastic', 'glass', 'metal', 'paper' and 'cardboard' for the children to sort the objects. Talk to the children about why it is important to recycle waste. Note: Rinse out the recyclable materials and remove any sharp pieces.

Innovate
Shopping bag experiment

Puddles and Rainbows
Develop
Is it waterproof?

Talk to the children about the clothes that they wear on a rainy day and why. Explain that umbrellas and some clothes are made with waterproof materials to keep us dry. Display a range of fabrics, pipettes or spray bottles and water. Invite the children to feel the different fabrics and talk about whether they think they are waterproof or not. Give the children time to test their ideas using the spray bottles and pipettes. When they have finished their test, invite the children to sort the fabrics into two hoops labelled waterproof and not ‘waterproof’ and ‘not waterproof’.

Express
Provide Reception children with the opportunity to discuss their learning about materials and ask questions to find out more.



EYFS and KS1 mixed-age planning

Spring term 2



Plant Survival

Year 2
Science
Half term project

In this project, Reception children continue to develop their understanding of the world around them as they explore the seasonal changes that happen during spring and learn about what plants need to grow and survive.

The EYFS projects **Ready, Steady Grow** and **Sunshine and Sunflowers** link directly with the learning in Y2 and will provide progression. Use the enhanced provision ideas to add to the provision each week. The [Did you know?](#) resources from each project can be used to support learning.

The following Reception story packs for each project will add further context for the learning:
The Extraordinary Gardener by Sam Boughton
The Little Gardener by Emily Hughes.

Area of learning covered:
UW

Reception children:

- Explore seasonal changes that happen each year in spring
- Plant seeds and explore what plants need to grow and survive

Lesson	Supporting Project	Content
Introductory knowledge Plants and their parts	Ready, Steady Grow Develop 1 Jasper's Beanstalk	Share a copy of the story <i>Jasper's Beanstalk</i> by Nick Butterworth. When the children are familiar with the story, recap on the main events and what Jasper did to look after the bean each day. Ensure the children are familiar with the order of the days of the week. Provide them with the Jasper's beanstalk template and drawing resources so they can draw Jasper looking after his plant each day. Offer sound mats and word banks so they can add labels if they choose. When they have filled in their templates, invite the children to use them to retell the story.
Engage Lesson 1: Exploring seasonal plants	Signs of Spring Engage/ Memorable Experience Looking for signs of spring	If you do this project in the summer, the Nursery Memorable Experience, Outside Explorers from Sunshine and Sunflowers , will work well as an alternative activity. Tell the children that they are going to look for signs of spring. Explain that spring is one of the four seasons, and it is a time when baby animals are born and many trees and flowers begin to grow. Take the children outside for a spring walk, preferably to a local pond or park, where they can see and explore a range of spring plants and animals. Allow plenty of time for them to explore the environment and ask questions. Take photographs and discuss all of the things they can see. Encourage the children to use their senses to describe what they can see, hear, smell and touch, and to observe and describe the weather using relevant vocabulary. Support the children in listening carefully and following instructions given by adults to stay safe. Use the Spring spotting sheet to record things they see.
Engage Lesson 2: Germination investigation	Sunshine and Sunflowers Develop 1 Sunflowers	Display the Sunflowers picture cards and encourage the children to describe how the plants look. Talk about the different parts of the plant. Share the book <i>I Can Grow a Sunflower</i> by Royal Horticultural Society. Explain that sunflowers grow tall and that you are going to have a sunflower-growing competition. Offer the children packets of sunflower seeds, compost, pots and trowels. Read the instructions with the children and plant the seeds. Encourage them to explain how they will care for their sunflower so it grows tall and strong.
Develop Lesson 1: Where do plants like to grow?	Ready, Steady Grow Develop 1 Time to grow	Arrange a visit to a local allotment or invite a local gardener to come and show some of the produce they are growing. Provide time for the children to ask questions to find out what plants the gardeners are growing and how they look after them. Explain that they are going to work together to create a class allotment or garden area. Provide various fast-growing seeds, such as lettuce and radish. Divide the garden space up into small sections and organise the children into small groups. Support each group to work together to collect the resources they need, choose the seeds they would like to plant and decide where best to leave them to grow. Explain that they need to look after their plants as they grow. You could extend the activity by planting fruit and vegetables that take longer to grow, such as tomatoes, potatoes, cucumbers and strawberries.

Develop Lesson 2: What do plants need to grow?	Ready Steady Grow Develop 1 Growing beans	Display the Germination picture cards and invite the children to talk about the images. Support them in identifying the plant parts, including the roots, stem and leaves. Explain that they are going to investigate what seeds need to begin growing (germinate). Provide the practical resources, and together, set up the following substrates from the table: Poke small holes in each bag for air to enter the bags and for drainage and hang or sit them in an undisturbed location. Take photographs of the bags and encourage the children to predict what they think will happen to each bean. Make a display or photobook with pictures and quotes from the children. Add to the display or book over several weeks to record what happens to the beans. Note: Children should find that the beans will germinate and start growing without light and compost. Seeds need warmth, water and air to germinate. They do not need light or soil. However, for continued healthy growth, bean plants need water, sunlight, air and warmth.
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Bag	Growing substrate	Light	Water
1	Compost	Yes	Yes
2	Cotton wool	Yes	Yes
3	Compost	Yes	No
4	Compost	No	Yes

Develop Lesson 3: Unusual plants	Enhanced provision activities Succulents Succulent art	Display a range of succulent plants for the children to observe. Provide tablets and computers to find out about the different types of succulents, where they grow and how they survive. Provide paper, drawing and writing resources, sound mats and word banks so the children can record their learning. Display the Succulent picture cards , paper and drawing resources. Invite the children to create patterns and images in response to the images.
Innovate Do bigger seeds take longer to germinate than smaller seeds?	Ready, Steady Grow Develop 1 Plant partners	Watch the Grow Vegetable Scraps video from the CBeebies programme <i>Down on the Farm</i> . Ask the children to find a friend with whom they will work. Explain that they are going to grow vegetable scraps and document how they change and grow over time. Provide the practical resources and support the children to set up their equipment. Explain that they need to support each other to look after their plants as they grow and take photographs to show the changes. You could provide rulers for the children to measure how high the vegetable tops grow. Revisit the activity at regular intervals during the project to see which vegetables grow the best. You could create a display or photobook with photographs of the vegetable tops growing and quotes from the children about how they have grown and changed.
Express Quiz		Provide Reception children with the opportunity to discuss their learning and talk about what plants need to grow and survive and ask questions to find out more.





EYFS and KS1 mixed-age planning

Spring term 2



Beach Hut

Year 2
DT
Half term project

In this project, Reception children work collaboratively to build a range of structures and shelters.

Linked EYFS project: **Build it up!**

These activities support children to develop their understanding of materials and work collaboratively together to make a range of structures.

The Reception story pack *What to Do with a Box* by Jane Yolen can also be used to add further context to the learning.

Area of learning covered:
EAD

- Reception children:
- Work together to build structures using various resources
 - Look at existing products to inspire their ideas

Lesson	Supporting Project	Content
Engage Investigating beach huts	Build it up Develop What we'll build	Share the story <i>What We'll Build</i> by Oliver Jeffers. Talk about the different things that the characters build during the story and the places they visit. Display the What we'll build picture cards. Use them to recap on key vocabulary from the story and support the children in putting them in order. Use the cards and the book to retell the story.
Develop Lesson 1: Experimenting	Build it up Develop Building sites	Watch the Builders video and discuss the different jobs on a building site, such as bricklaying, carpentry, operating machinery and roofing. Create a construction role play area enhanced with hard hats, high-visibility jackets, large and small wooden blocks, wooden planks, large cardboard boxes, cardboard tubes, plastic pipes, toy tools, clipboards, paper and pens. Explain that before buildings are made, they are designed by an architect. Tell the children that you will work as a team to design and build houses. Start by offering clipboards, paper, squared paper and pens to design the house. Provide sound mats and the House word mat for them to label the features if they choose. Then, work as a team to make either one big house or various smaller houses. Take photographs of the finished houses and the children working together.
Develop Lesson 2: Working with wood	Build it up Develop Building bridges	Show the children the Bridges video . Ask questions to initiate a conversation about bridges and how we use them. Questions could include 'Have you ever been on a bridge?' and 'What was it made from?' Invite the children to work together to make a bridge that they, or a toy, can use to cross a given space. You could work on a large scale outside and use wooden blocks, crates and planks. Alternatively, provide small wooden blocks and lollipop sticks in the construction area for the children to build bridges for small world animals. Support them to test and adapt their designs as they make the bridges. You could also share a version of the story <i>Three Billy Goats Gruff</i> to inspire their creations.
Innovate Lesson 1: Designing our huts Lesson 2: Making our huts	Build it Up Innovate Designing and building shelters	Use the Innovate stage from Build it Up! for Reception children to work collaboratively to design and make a shelter. Share the story <i>Iggy Peck, Architect</i> by Andrea Beaty and explore all the marvellous creations that Iggy designed and made. Tell the children they will be designers and builders, just like Iggy. Explain that they need to work together to design and build a shelter big enough for them to sit inside. Provide a wide range of resources and ask the children questions to stimulate their thinking and reasoning. For example, 'How should we make our den? What materials do you want to use? How can we make our shelter stay up?' Encourage them to work together and listen to each other's ideas. You will need to support the children and work as their technician to realise some of their ideas when using
Express Evaluating our beach huts		Provide Reception children with the opportunity to show their shelter to others and describe how they made it.



EYFS and KS1 mixed-age planning

Spring term 2



Flower Head

Year 2
Art and design
Half term project

In this creative project, Reception children continue to develop drawing and painting techniques and create artwork using a variety of resources. Activities in the EYFS projects **Sunshine and Sunflowers** and **Signs of Spring** link directly with the learning in Y2 and will provide progression.

Area of learning covered:
EAD

- Reception children:
- Continue to develop drawing and painting skills to create artwork on the theme of flowers
 - Explore cutting and tearing paper to create collage artwork
 - Explore making imprints in clay

Lesson	Supporting Project	Content
Engage Lesson 1: Flowers	Sunshine and Sunflowers Enhanced provision Beautiful flowers	Display a variety of brightly-coloured and scented flowers for the children to explore and smell. Provide coloured paper, pastels, watercolour paints and cameras or tablets for the children to draw, paint or photograph the flowers.
Engage Lesson 2: Flower art	Sunshine and Sunflowers Develop 1 Flower art	Display various pictures of gardens, such as <i>Bauerngarten</i> by Gustav Klimt, <i>The Flowered Garden</i> by Claude Monet, <i>Murnau The Garden II</i> by Wassily Kandinsky or <i>Flower Garden</i> by Emile Nolde. The Royal Academy website has a selection of garden paintings to explore. Invite the children to talk about what they can see in the pictures and which ones they like best. Remind the children of when Errol dreamed of a garden in the story <i>Errol's Garden</i> by Gillian Hibbs. Provide the children with a selection of ready-mixed paint, mixing palettes and brushes. Invite them to paint a dream flower garden using the paintings as inspiration. Create a flower garden gallery with the children's artwork.
Develop Lesson 1: Exploring shape and form Lesson 2: Exploring texture Lesson 3: Exploring pattern	Signs of Spring Develop Spring flowering plants Sunshine and Sunflowers Develop 1 Sunflowers (Nursery)	As KS1 children explore shape, form, texture and pattern, use the following activities so Reception children can create artwork on the theme of flowers using a variety of resources and techniques. Develop this activity over time by providing different resources so children can explore creating flower artwork by drawing, painting and collage. Display a variety of spring-flowering plants in the creative area, such as daffodils, tulips and hyacinths. Invite the children to look closely at the flowers and describe the colour and shapes of the leaves, stems and flowers. Provide ready-mixed paint, pastels, coloured paper, tissue paper, scissors and glue and explain that they will create a spring flower picture, but they can use whatever resources they like. Support the children in using the resources to create mixed media pictures of the flowers. Encourage the children to compare their artworks and describe the creative process. Note: Some plant bulbs are poisonous, so ensure that children do not eat any parts and wash their hands after handling. Display a bunch of sunflowers and the Sunflowers picture cards. Remind the children of the sunflower seeds they planted in the 'Our garden' activity. Invite the children to touch the sunflowers' parts and name them, including stem, leaf, flower and petal. Provide ready-mixed paint, brushes, tissue paper, textured paper, glue and scissors. Invite the children to create sunflower pictures using the resources.
Innovate Creating flower sculptures	Sunshine and Sunflowers Develop 2 Imprints	Provide each child with a small amount of clay and a rolling pin. Ask them to roll out the dough into a small square or circle tile. Display various flowers and leaves and invite the children to choose some to press into the clay. When they are happy with their design, put paper over the top and roll over with the rolling pin to make an imprint. Peel the leaves and flowers off the clay, make a small hole in the top of the tile to thread string into and leave the clay to dry. When the clay is dry, provide ready-mixed paint and brushes for the children to paint their clay tiles if they choose.
Express Evaluation		Provide Reception children with the opportunity to share their artwork with others and describe how they made it.