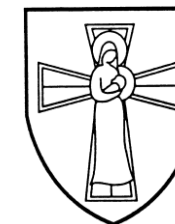


Year group: Nursery Term: Spring 2

Focus: Spring- Life cycles and plants

**BIG Question: BIG Question:
What's growing in the garden?**



Key Vocabulary:

Spring- names of plants common flowers and vegetables around the school, language associated with weather, names of animals and their young, warm/ warmer, day/ daylight

Life cycles- frogspawn, tadpole, froglet, frog – plant growth, change, decay, mouldy

Parts of a plant- bulb, seed, roots, stem, leaves, flower, petals.

Practise at Home:

Picture book changed weekly to share at home.

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Spring walks, observations and scavenger hunts looking for signs of spring.
Building nests using different materials

Personal, Social and Emotional Development:

Select and use activities and resources, with help when needed.
Children to achieve a goal they have chosen or suggested to them.
Create simple challenges and develop their sense of responsibility.
Play with one or more other children, extending and elaborating play ideas.

Looking after our garden

I can make healthy choices

Understand gradually how others might be feeling through experiences and stories bringing ideas into pretend play

I can remember rules without needing an adult to remind me

Be increasingly independent in meeting their own care needs, using the toilet and washing and drying hands

Physical Development

Continue to develop their movement, balancing, riding and ball skills.
Encourage movement and balance of skip, hop, stand on one leg and hold a pose like musical statues.

Increasingly be able to use and remember sequences of patterns and movements which are related to music and rhythm.

Go up steps and stairs and climb apparatus using alternate feet.

Use large muscle movements using streamers, paint and mark making.

Use one-handed tools and equipment such as scissors to snip and cut.

Use a comfortable grip with good control when holding pens and pencils.

Continue to encourage independence in putting on their coat and zipping it up.

Key texts

Teeny weeny tadpole
Jack and the Beanstalk
Oliver's vegetables
Non-fiction- Books about frogs
We're going on an egg hunt

Communication and Language

Follow simple instructions/ timetables with visuals. Understand a question and instruction that has two parts. Expand on children's phrases so they are using longer sentences of four to six words.

Listen and respond to adults and peers. Start a conversation where you have to take turns. Model turn taking.

Enjoy listening to longer stories and remember much of what happens. Retell Jack and the beanstalk using pictures and puppets. Daily story time.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story. See activities planned around core books, practise the vocabulary and language from the books, join in with repetitive phrases, and Use stories in their creativity and play.

Use a wide range of vocabulary. Extend children's vocabulary related to topics and books. Use of story book language and meaning of new words in stories.

Begin to understand 'why' questions through investigations and stories.

Sing a large repertoire of songs and recite rhymes and simple poems relating to topic and stories

Literacy

Understand the five key concepts about print

- Print has meaning
- Print can have different purposes
- We read English text from left to right and from top to bottom
- The names of the different parts of a book
- Page sequencing

Children experience a wide range of print, signs, instructions, lists, book fiction and non-fiction, Mother's Day/ Easter cards. Model the five principles when reading as above.

Develop phonological awareness through rhymes, poems, count and clap syllables in words, alliteration. Recognise words with the same initial sound.

Engage in extended conversations about stories and learning new vocabulary related to our topics and texts.

Use some of their print and letter knowledge in early/pretend writing such as writing lists.

Write some or all of their name.

Start to write some letters accurately using the RWI model for letter formation

RE: Branch 4 Desert to Garden

We care for others in Lent

Lent is a time to grow closer to Jesus

Lent is a time to grow in love for others.

Jesus entered Jerusalem on a donkey

I know that Jesus died on a cross.

Jesus rose and everyone celebrates.

Expressive Arts and Design

Drawing with increasing complexity and detail- such as observational drawings of flowers

Explore colour and colour mixing- explore Spring colours
Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.

Take part in simple pretend play, develop more complex storylines in their pretend play using small world objects and puppets based on Jack and the beanstalk

Listen and Respond. Explore and create using voices and instruments. Singing nursery rhymes and action songs. Share and Perform

Mathematics

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)

Experiment with own symbols as marks as well as numerals

Talk about and identify patterns around them.

Extend and create ABAB patterns

Notice and correct an error in a repeating pattern

Describe a sequence of events real or fictional, using words such as 'first', 'then'

Make comparisons between objects relating to size, length and weight

Knowledge and Understanding of the World

Use all their senses in hands-on exploration of natural materials. Talk about what they can see, using a wide vocabulary.

Plants seeds and care for growing plants

Understand the key features of the life cycle of a plants and an animal

Begin to understand the need to respect and care for the natural environment and all living things