

**Year group: Nursery Term: Spring 2**

**Focus: Spring- Life cycles and plants**

**Key Vocabulary:**

Spring- names of plants around the school, language associated with weather, buds, shoots, leaves, seeds, beans, names of animals and their young, warm/ warmer, day/ daylight

Life cycles- frogspawn, tadpole, froglet, frog- Caterpillar, cocoon, butterfly

Parts of a plant- bulb, roots, stem, leaves, flower, petals, soil, water, light

Names of vegetables

**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

**RE: as theologians, we will:**

Know and understand through the topic of Eucharist- Relating

- How and why people gather together –Explore
- The joy of gathering together to celebrate Mass –Reveal

Know and understand through the topic of Lent/ Easter-giving

- Spring is a time when things begin to grow– Explore
- Lent: A time to grow in love to be more like Jesus and look forward to Easter - Reveal

Acquire the skills of assimilation, celebration and application of the above-Respond.

**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

**BIG Question: BIG Question:**

**What's growing in the garden?**

**Practise at Home:**

Letter formation

Reading books, letter sound recognition and key words

**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.

**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/ The Very Hungry Caterpillar 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

**Mathematics**

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

Link numerals and amounts

Make comparisons between objects relating to size, length, weight

Extend and create ABAB patterns

Combine shapes to make new ones

Select shapes appropriately



**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

**Key texts**

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

**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

**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