



Nursery - Spring 2- Theme: Growing and Change

Literacy

We will be reading 'Jack and the Beanstalk' and age-appropriate non-fiction books including the life cycle of an egg to a chicken.

We will continue to learn the pre-writing shapes, and if we are ready, we will learn to write our name using a cursive style. We will look at different types of writing. For example posters, lists and letters.

Mathematics

We will be counting regularly including in our daily circle time sessions when we count how many children are in our group. We will continue to develop our number skills through activities such as counting the golden beans in the pot, showing the number using our fingers and finding the correct numeral. Before the Easter break, we will compare two groups of objects, saying when they have the same number. We will practise this by counting the eggs in one basket and the eggs in the other and deciding if the number is the same.

We will be focussing on the 'circle' when we read 'The Runaway Pancake'. We will look at other shapes and talk about how the circle has no corners.

Physical Development

As well as having access to the equipment in our Early Years garden to develop our physical skills we will have pancake races with our role-play frying pans and mini tortillas, trying hard to keep the tortilla in the pan!

We will continue to develop our fine-motor control through the programme 'WriteDance in Nursery'. We will use scissors when creating a split pin chick.

Communication and Language

Grandma Fantastic will teach us new vocabulary such as pipping and incubate.

We will focus on following directions, for example, when we have the pancake races.

Growing and Change

Personal, Social and Emotional Development

We will be continuing our whole school approach to PSE called 'Jigsaw'. The focus this half term will be on 'Healthy Me'.

We will start our 'All About Me' Sessions and the children will take turns to share something from home with their group.

Expressive Arts and Design

Exploring media and materials: We will play circle games such as 'Duck, duck goose'. We will sing songs such as 'Chick, chick, chick, chick, chicken, lay a little egg for me'.

Being imaginative: We will have many opportunities to explore pattern and to print. We will print with potato mashers to create Easter eggs and use potatoes and paint to create a chick picture.

Understanding the World

The world: We will have chicks in school and will find out through first-hand experience about the life cycle of a chicken. This will also give us the chance to think carefully about how we treat animals and to show care and concern. We will plant our own bean and will be encouraged to nurture it so that it grows into a beanstalk.





People and Communities: We will be encouraged to think about the lives of others in our 'All About Me' sessions. The children will also learn about the Hindu festival of 'Holi'.





Technology: We will continue to develop our ICT skills using i-pads, remote-controlled toys and the Interactive White Board.

<p>Phonics</p>	<p>Peppa Pig</p> <p>Introduce the concept of alliteration. Remind children that last half term we were rhyming and listening carefully to the last sound in words. This half term we are listening carefully to the sounds at the beginning of words. Emphasise first sound in names Louie, J-essie etc.</p> <p>Show the small world Peppa pig toys. Peppa Pig, Candy Cat, Danny Dog. Emphasise first sound is the same in both words. Rebecca....rabbit.</p>	<p>Re-cap last week's introduction to alliteration.</p> <p>Experiment with children's names – Louie the lion and Jessie the jellyfish.</p>	<p>"I know Susie..."</p> <p>Play "I Know Susie." One child says "I know Susie, she likes _____ (salad)." The next says "I know Susie, she has a _____(skateboard)." Keep making up things about Susie that start with the same sound as her name. Try it with other names.'</p>	<p>Matching game</p> <p>Have Peppa pig small world toys and objects beginning with same sound. Can they match Danny the dog with a doughnut, Candy the cat with a cookie or Peppa Pig with a pancake? Repeat with other objects.</p>	<p>Creating alliterative phrases - s</p> <p>Teach the children 'She sells seashells on the seashore'. Change to 'She sells s___ on the seashore'. For example sandwiches.</p>	<p>Creating alliterative phrases</p> <p>I see... Show a variety of objects and group according to first sound (s, a, t and p). As a group create alliterative phrases such as The pink pig is in the pot.</p>
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<p>Contexts</p>	 <p>The Runaway Pancake Pancake Day = Tuesday 1st March 2022</p>  <p>Recommended WBD book World Book Day = Thursday 3rd March 2022</p>	 <p>Stone Soup</p>	 <p>Holi</p> <p>Holi starts = Friday 18th March 2022 (Link to Spring-time – officially Sunday 20th March)</p> <p>Mothering Sunday = Sunday 27th March</p>	 <p>Jack and the Beanstalk</p>	 <p>Growing – Non- Fiction</p>	 <p>Eggs – Easter</p> <p>Easter = Monday 18th April (children’s Easter break)</p>
	<p><u>Reading</u></p> <p>Talks about events and principal characters in stories.</p> <p>Talk about the character of Joe in the story.</p>	<p><u>Reading</u></p> <p>Suggests how the story might end.</p> <p>Do not read the ending till everyone has heard the beginning and middle. Write the children’s</p>	<p><u>Writing</u></p> <p>Attempts to write their own name.</p> <p>Name writing for Mother’s Day Card</p>	<p><u>Writing</u></p> <p>Enjoys drawing and writing on paper.</p> <p>Pre-writing shapes</p>	<p><u>Reading</u></p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and</p>	<p><u>Writing</u></p> <p>Knows that the marks they make are of value.</p> <p>Patterns on eggs</p>

		predictions on post-it notes and add to the soup pot on display.			environmental print). Facts on growing	
New Vocabulary (Grandma Fantastic) 	Asking – disability accessible	Thinking – prediction suggest	Noticing (looking) - colourful vivid kaleidoscope	Thinking – plan suggestion idea (in relation to what a plant needs to grow)	Action – change grow alter difference	Checking (hear) – cheeping Chirping tweeting language regarding life-cycle - pipping
Circles	Tell everyone something about yourself. What is your favourite book? What filling would you choose for a pancake?	Can you predict what happened next? (show pictures – such as brushing teeth and bedtime story – what might the next picture show?)	Which colour paint would you like to throw? (in relation to Holi)	“What is your favourite flower?” (Show examples of spring flowers)	“What can you do now that you could not do as a baby?”	“Can you name an animal that is born in the spring-time?”
Write-Dance						





Week	Expressive Art & Design (Art) 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Experiments with ways to create shapes. Printing with circles	Choose a circle Choose a paint Print with circular object and paint	experiment print shape/s	Printing	That an object can leave a print when placed in paint The print can make different shapes and patterns
2	To explore materials and/or to express ideas. Spring activities: <ul style="list-style-type: none"> • Sheep scene • Potato chicks • Rabbits scene 	Know that different textures create different effects.	effect	Awareness of how resources can be used to create different effects.	That there are different types of textures such as rough, smooth, shiny etc.
3	Uses 3D and 2D structures to explore materials and/or to express ideas. Mother's Day Card	Art and design can be used to share an idea or feeling.	Feeling idea	Awareness of how art can be used to express ideas and feelings.	There are lots of different designs you can choose from.
4	Notices and becomes interested in the transformative effect of their action on materials and resources. Create a giant beanstalk.	Understands that an action can create an effect. Look carefully Remember what happened	effect	Awareness of how resources can be used to create different effects.	That an end product can be created from a design.
5	Uses 3D and 2D structures to explore materials and/or to express ideas. Create a spring tree	Art and design can be used to share an idea or feeling.	Feeling idea	Awareness of how art can be used to express ideas and feelings.	There are lots of different designs you can choose from.
6	Experiments with ways to create shapes. Egg - patterns	Choose a masher Choose a paint Print with masher and paint	experiment print shape/s	Printing	That an object can leave a print when placed in paint The print can make different shapes and patterns

Week	Understanding the world: The World, Technology and People and Communities 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Completes a simple program on electronic devices. Purple-Mash – 2Paint = circles Talks about why things happen and how things work. Pancake Day – Make and taste pancakes NB - allergies	To complete a program.	Program Complete Start Finish <i>Paint</i> <i>Tool</i> <i>Thick</i> <i>thin</i>	Select a tool to create an effect.	The paint tool can be changed to be tick or thin. There are different coloured paints. When you select a tool and touch the screen an effect is created.
2	Talks about why things happen and how things work. Science experiment – Which objects sink and which objects float?	To know why certain materials are used for certain purposes.	materials use purpose strong	Investigating	Objects float if they are light for their size and sink if they are heavy for their size. An object can be light for its size if it contains air, such as a hollow ball.
3	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Holi festival	To know that celebrations happen all over the world.	celebration festival tradition	Cultural awraeness	Holi is a popular ancient Indian festival, also known as the "Festival of Love", the "Festival of Colours" and the "Festival of Spring". The festival celebrates the eternal and divine love of Radha Krishna.
4	Developing an understanding of growth, decay and changes over time. Planting a bean Bean experiment	Beans also need warm soil, consistent moisture and at least six to eight hours of sunlight every day to thrive	bean warmth soil moisture water sunlight	Investigating	There are four stages in the life of a bean plant: The seed is the capsule in which the new plant is housed. Germination is the process in which the baby plant emerges from the seed hull.





5	Developing an understanding of growth, decay and changes over time. Visits from parents with babies/toddlers	The human life-cycle has six main stages.	foetus baby child adolescent (teenager) adult elderly	Scientific	The human life cycle has six main stages: foetus, baby, child, adolescent, adult and elderly.
6	Developing an understanding of growth, decay and changes over time. Life-cycle of a chicken	To know the life-cycle of a chicken.	egg chick chicken	Scientific	The life-cycle continues over and over again.

Week	Physical Development 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<p>Manipulates a range of tools and equipment in one hand – pancake pan</p> <p>EY Garden - Pancake races with role-play frying pans and mini tortillas</p>	<p>Hold the pan using one hand Run holding the pan steady</p>	<p>steady balance run</p>	<p>Fine motor and gross motor</p>	<p>Grasping and running</p>
2	<p>Shows some understanding that good practices with regard to exercise.</p> <p>Aerobics sessions = Observes the effects of activity on their bodies. Link to exercise – growing and being healthy</p>	<p>Aerobics is a way of exercising that is good for your body.</p>	<p>Aerobics Exercise health</p>	<p>By the time kids are 3 to 5 years old, their physical skills, like running, jumping, kicking, and throwing, have come a long way. Now they'll continue to refine these skills and build on them to learn more complex ones.</p>	<p>Aerobic exercise reduces the risk of many conditions.</p>
3	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.</p> <p>Cones set up in EY garden Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Move around the cones without knocking them over.</p>	<p>moving space speed direction</p>	<p>Gross motor</p>	<p>Speed and direction need to change so that the cones do not fall over.</p>
4	<p>Moves in a range of ways, moving freely and with confidence.</p> <p>Learn a traditional Indian dance.</p>	<p>To coordinate and control their bodies The movement helps children develop spatial awareness.</p>	<p>control movement dance</p>	<p>posture alignment balance coordination control flexibility mobility strength</p>	<p>Listening and attention skills – copying actions.</p>
5	<p>Manipulates a range of tools and equipment in one hand – scissors</p>	<p>Understand which fingers go in which</p>	<p>loop handle</p>	<p>Fine motor skills</p>	<p>Development of a preferred and an assistant hand. Cutting</p>

	Sequencing life-cycle of bean – cut and stick	loops of the scissors handles. Keep your thumb facing up	thumb		involves each hand doing different tasks that require practice. The preferred hand uses the scissors and the other hand turns the paper.
6	Manipulates a range of tools and equipment in one hand – scissors Scissors – egg and chick (split pin) Understands that equipment and tools have to be used safely.	Understand which fingers go in which loops of the scissors handles. Keep your thumb facing up	loop handle thumb	Fine motor skills	Development of a preferred and an assistant hand. Cutting involves each hand doing different tasks that require practice. The preferred hand uses the scissors and the other hand turns the paper.

Week	PSED 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills/British Values 	Key Knowledge 
1-6	Shows confidence in speaking to others about their own needs, interests and opinions in familiar group. Weekly 'All About Me' sessions	Tell my friends all about me.	interests	We listen to and respect other people's opinions and values.	You need to be clear when speaking to others so that they can understand you.
1	Can name and identify different parts of the body. Healthy Me Jigsaw 1 – Everybody's body	Know the names for some parts of my body and am starting to understand that I need to be active to be healthy.	head shoulders knees toes	We understand the consequences of our actions.	A body is all the physical material that makes up a person or animal, including limbs, organs, tissue, and other parts.
2	Shows some understanding that good practices with regard to exercise. Healthy Me Jigsaw 2 - We like to move it, move it!	I can tell you some of the things I need to do to be healthy.	exercise move healthy	We understand the consequences of our actions.	Exercise is good for your body and good for your mind.
3	Shows some understanding that good practices with regard to eating and drinking water. Healthy Me Jigsaw 3 - Food Glorious Food	I know what the word 'healthy' means and that some foods are healthier than others.	food healthy healthier	We understand the consequences of our actions.	Eating a variety of foods and consuming less salt, sugars and saturated and industrially-produced trans-fats, are essential for healthy diet.
4	Shows some understanding that good practices with regard to sleeping. Healthy Me Jigsaw 4 - Sweet Dreams	I know how to help myself go to sleep and that sleep is good for me.	sleep healthy	We understand the consequences of our actions.	Sleep allows your body and mind to recharge. Healthy sleep also helps the body remain healthy and stave off diseases. Without enough sleep, the brain cannot function properly.
5	Shows some understanding that good practices with regard to hygiene. Healthy Me Jigsaw 5 - Keeping Clean	I can wash my hands and know it is important to	hygiene clean	We understand the consequences of our actions.	Keeping up good personal hygiene practices can prevent

		do this before I eat and after I go to the toilet.			you from catching or spreading forms of disease or illness.
6	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Healthy Me Jigsaw 6 - Stranger Danger	I know what to do if I get lost and how to say NO to strangers	stranger	We understand the consequences of our actions.	"Stranger danger" is the idea or warning that all strangers can potentially be dangerous.

Week	Mathematics 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Knowing the last number reached when counting a set tells 'how many' there are. Playing dice games to collect a number of things.	Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 (ordinality) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).	number counting last set	One to One Correspondence is counting accurately. It is understanding that one number in a sequence goes with each thing that you are counting. Each is worth the same – one You use 1 to 1 correspondence whenever you count a quantity of something. This could be: Counting stationary objects Counting moving objects Counting actions Counting sounds	Children need the opportunity to count out or 'give' a number of things from a larger group, not just to count the number that are there. This is to support them in focusing on the 'stopping number' which gives the cardinal value.
2	Knowing the last number reached when counting a set tells 'how many' there are. Link to Stone Soup story = Make a soup using the right amounts.				
3	Knowing the last number reached when counting a set tells 'how many' there are. Playing track games and counting along the track.				
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