






Nursery Spring 2 Caring for Our World

Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Expressive Arts and Design	Understanding the World
<p>*Discuss in small groups about how to play together even when they don't agree with one another. Model to children how to handle positive play, use areas such as the role play and mud kitchen to support children to find solutions. Set up provocations so children are taught the skills of working together and accepting of each other's ideas.</p> <p>*Encourage children to be more accountable for behaviour following the routines of the class. Support them to model to others how to line up</p>	<p>*Continue to develop good talking skills-discussion through shared reading is becoming stronger and that new knowledge of vocabulary is being developed through the wider curriculum.</p> <p>*Encourage the chn to give their ideas about stories, new knowledge etc, freely. Staff to model how to answer and how to word giving ideas by supporting chn with sentence stems, "I think...because..."</p> <p>*Ensure provocations are really exciting. Use real things that will spike chn's interest. E.g, watch beans and cress grow, linking it to the story. Grow flowers in the garden. Watch the mini-beasts, talk about how they move, where they live etc.</p> <p>*Children will now be loving singing nursery rhymes and beginning to learn some by</p>	<p>*Continue to encourage children to become more confident, competent, creative and adaptive movers within the classroom. Ensure chn are aware of the space around them and other children within the same space.</p> <p>* When outside ensure chn understand that learning within larger areas also needs thought. Not running into one another, e.g. sharing space in the muddled area. Knowing which areas are safe to play in and which areas they must adapt their way of moving. Also model how to adapt when carrying</p>	<p>Reading Shared Reading Farmer Duck Transformation Tale</p> <p>*Immersion *Imitation *Independent application through free flow- Draw a farm scene. Stories Through the shared reading text, demonstrate to chn how text is read from left to right and from top to bottom. Highlight the sentence structure in books, focusing on capital letters at the start and full stops at the end. Show chn how letters make a word and there is always a space between words, keep reminding chn of this so that they build up a</p>	<p>*Use fingers to count up to 5 and beyond. Encourage this through number songs and counting objects. When outside ask children to count up to 5 and beyond in jumps or skipping. Ask them to fill up the water with 5 or more cups of water. Use every opportunity to reinforce counting so it becomes part of everyday practice. Mathematical language. Count out the beans in Jasper's story-talk about height and size focus on the beanstalk.</p> <p>*Use the environment to reinforce numbers. Have a pot labelled 5 and show the chn they must count out 5 pencils into the pot, etc. Encourage chn to count and record when</p>	<p>*Children are now more confident with role play and are beginning to develop more complex stories using the small world, role play etc. Children are more involved in their own play and becoming a little more confident at having other children/adults join in. Rules of play are engaged with and children have to follow the rules to join in with the play.</p> <p>*Children are encouraged to be more imaginative through their story telling, language etc and can use this in their wider play, such as construction both large and small.</p>	<p>*Understand the key features of the life cycle of an animal – Life Cycle of a Hen.</p> <p>*Develop scientific language and encourage chn to use it. Provide resources/books that will support chn to be interested in the topic.</p> <p>*Begin to understand the need to respect and care for the natural environment and all living things. Help children to care for animals and take part in first-hand</p>

<p>properly, share books and sit quietly in their space on the carpet without impacting on others.</p> <p>* Support chn to show emotion appropriately.</p> <p>*Encourage children understanding the feeling of others - recognise if someone is happy, sad or angry. Fair/unfair</p> <p>*Develop chn's understanding of themselves and how important they are. Spend time letting chn talk about their families, encourage parents to talk about their histories so a whole-child picture is built up and all chn feel valuable and special. The</p>	<p>heart. Give a purpose for this by inviting parents in to watch how nice chn are singing.</p> <p>*Children continue to love reading books and shared reading. The Big Fat Red Hen (shared reading) Ensure the role play and small world lends itself to children building up the story structure and new language learnt. Practitioners to support chn by asking open ended questions about the story so that children will be more confident to respond independently.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Use the. new language they are learning so that they have deeper understanding of the new knowledge they are learning through topics. • Share their understanding of stories they are learning, using 	<p>large equipment within a space and encourage chn to do this independently, safely.</p> <p>*Encourage chn to think about the resources they use. E.g, if they are going to dig in the mudded area they will need a spade. Have discussions around handling equipment safely, with space in mind. Chn must be aware of the rules that are set for play and adhere to them with the understating they are set in order to keep chn safe.</p> <p>*Chn are getting more confident in associative play and are beginning to work together collaboratively. E.g, when building a den they will work together carrying equipment together, thinking about safety</p>	<p>secure knowledge of print.</p> <p>Continue to develop a love of listening to stories and joining in with repeated refrains and pointing out what is in the picture. Use picture books so that they can start to tell the story themselves through the illustration. Encourage chn to anticipate key events in the story.</p> <p>*Continuing to develop chn's understanding of diversity.</p> <p>Writing</p> <p>*Chn are becoming confident in the TfW process and enjoy retelling stories and building up that knowledge of new language.</p> <p>*Use the story of Farmer Duck to encourage writing inside and out. Use clipboards, paintbrushes and</p>	<p>playing games. How many bean bags can we get in the hoop? Record amount and see who wins.</p> <p>*Encourage children in their own ways of recording and beginning using symbols. E.g do a tally chart for how many balls they managed to throw through the hoop. Show numerals in different ways, e.g. outside use wooden ones. If they need to put 3 scoops of mud in their pot can they find the number 3 on the outside line.</p> <p>Solve real world mathematical problems with numbers up to 5, both inside and out. Set up provocations that will really help the children think mathematically, how many beans does Jasper need to make a gigantic beanstalk. Expand one more one less, estimation how many</p>	<p>Because of the provision provided chn can engage in exciting tasks. Practitioners will have to model and support play to ensure chn build up skills of working together, dealing with conflicts and encouraging children to join in with this more complex play.</p> <p>*More focus to help children put more detail in their drawings. If drawing a person or an animal from the story, look carefully at the character before drawing, if drawing a home look at features of a house, e.g tiles on a roof etc. Encourage chn when drawing people to realise that our arms and legs don't come out of our head. Looking in a mirror and</p>	<p>scientific explorations of animal life cycles, such as chick eggs.</p> <p>*Explore how things work set up provocations for them to use wind-up toys. Push and pull, to find how things turn etc. Link to Shared Reading: The Runaway Tractor.</p> <p>*Continue the learning with exploring forces. Develop chn's understanding of magnetic force-use the language of attraction and repulsion. Develop language and understanding through provocations, exploration and books.</p>
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<p>ugly duckling (shared reading) *Begin to build constructive and respectful relationships. As chn move out of parallel play and move towards associative play, they will start to interact with others more in their play and there may be fleeting co-operation between chn during play. They may start to be selective of who they play but building relationships is key. They will need to understand about sharing and cooperating which may need to be modelled in small group focusses.</p>  <p>Individual Liberty: Children should</p>	<p>sentence stems to help them construct their sentences correctly.</p> <ul style="list-style-type: none"> • Confidently sing nursery rhymes. • Show how they enjoy being read to, reading known books independently and bringing stories to life through role-play. • Answer open ended questions confidently. 	<p>and following the rules whilst being fair to one another.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Confidently move about in known space-being aware of obstacles in their way both inside and out. • Show knowledge of dangers and how to deal with them. • Children are able to follow rules and know what correct resources are to choose to complete their task. • Work collaboratively together to 	<p>chalk-use an assortment of books and pads for them to write on independently. Draw characters from the story. Develop letter formation large scale through play. *Begin to use what they are learning in their phonics to write known letters. E.g write a letter to the Farmer saying how unhappy they are, through illustration but sign it from Duck (D) *Let chn choose their own materials to write with. Stimulate the boys with the story of Jasper creating a large story map on wallpaper encouraging them to act out the story and use new language learnt. Facts about growing.</p>	<p>have we got in the pot, how heavy do we think the beans are? *Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Children to build structures using the language of shape so that they can use their knowledge of 2D to support their understanding of 3D. Use it in everyday practice, my door is a rectangular shape, this table is square, etc.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Count up to 5 confidently. • Use activities to show good understanding of counting. 	<p>discussing with chn before they begin to draw. *Chn to become more confident at showing emotion in their drawings. Discussing more about features, where their eyes are etc. Mixing colour and choosing the correct colour to represent what they are painting or colouring, e.g. pale/dark skin. *Developing knowledge of mixing colour and enjoying watching how by mixing colours, colours change. . * Use different styles-creating and copying patterns, shape plants and patterns. *Design a farm Design it, use junk modeling or construction to build it.</p>	<p>Goodnight farm (shared reading) *Continue to develop chn's sense of self by discussing bed time and feeling safe at bedtime. *Explore how you can shine light through some materials, but not others. Investigate shadows</p>  <p>Children are able to: Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> • Explore collection s of materials with similar and/or different properties
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