

Personal Social and Emotional Development

Objectives:

Develop their sense of responsibility and membership of a community.
Play with one or more other children, extending and elaborating play ideas.
Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
Increasingly follow rules, understanding why they are important.

Activities:

- Take part in Eco-Schools work - planting seeds in school grounds, litter picking, creating compost
- Revisiting class charter
- Zones of Regulation
- Think Equal stories
- Group construction opportunities e.g. building a greenhouse
- Group gardening opportunities
- Modelling finding solutions to conflicts using puppets/ small world figures – providing opportunities for discussion

Communication and Language

Objectives:

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Sing a large repertoire of songs.
Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
Develop their pronunciation but may have problems saying:

- some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

Use longer sentences of four to six words.

Activities:

- Group times with opportunities to answer 'why' questions about the core texts and plant life cycle
- Learn new vocabulary linked to theme
- Clapping syllables in multi-syllabic words e.g. 'enormous'
- Encourage children to act out the story of The Enormous Turnip with their friends using masks/ props
- Sing songs about growing: 'Mary Mary Quite Contrary'
- Continuous provision enhancement based around SACRE Syllabus story – based around Noah's Ark (RE)
- Spanish whole class sessions – 'Goldilocks' unit

Physical Development

Objectives:

Use one-handed tools and equipment, for example, making snips in paper with scissors.
Use a comfortable grip with good control when holding pens and pencils.
Show a preference for a dominant hand.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Start taking part in some group activities which they make up for themselves, or in teams.

Activities:

- Weekly PE session (Fundamental Skills)
- Practising for Sports Day on the field/ astro pitch
- Daily name signing/ phonics/ handwriting session
- Garden themed playdough activities with tools
- Provide a range of climbing equipment
- Provide plant pots, tweezers and beans. Encourage the children to pick up the beans with the tweezers and fill the plant pots.
- Singing and dancing to ring game songs e.g. 'Here We Go Round the Mulberry Bush' and 'Ring a Ring O'Roses'.

Literacy

Objectives:

Write some or all of their name.
Understand 'why' questions, like: "Why do you think..."
Use longer sentences of four to six words.
Start a conversation with an adult or a friend and continue it for many turns.
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Activities:

- Daily Little Wandle Phonics session
- Daily Handwriting session
- Gross motor opportunities e.g. waving flags/streamers
- Mark-making opportunities – e.g. sand/mud/slime/ paper/ magnetic boards/ chalk boards, with fingers/paintbrushes/chalk/paint etc
- Pen and pencil opportunities in continuous provision
- Daily name mark-making
- Storytimes and songs/rhymes
- Reading for pleasure opportunities both indoors and outdoors
- Rhyming song and games
- Syllable clapping songs and games e.g. 'Hickety Pickety Bumble Bee'
- Alliteration songs and games
- Drawing & writing an alternative story ending for The Enormous Turnip
- Creating a labelled picture for the parts of a plant
- Opportunities for reading and writing in both indoor and outdoor continuous provision

- Activities linked to our theme such as mark-making about growing, gardens, plants and flowers

Trips/Visitors:

Expressive Arts and Design

Understanding the World

Mathematics

Visit from a parent/carer – planting & gardening focus

Topic/Theme:

Our Wonderful World:

“Growing”

Texts:

The Enormous Turnip

The Amazing Life Cycle of Plants

Eco Girl

WOW Moment:

Growing flowers

Theme Specific Vocabulary:

grow

plant dig

water

leaf stem

flower roots

Objectives:

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Listen with increased attention to sounds.

Activities:

- Singing songs and rhymes related to planting and growing
- Provide a range of different grains/seeds/beans. Encourage children to make a picture using them. Ask them to talk about what they have created, describing the texture
- Small world stories with story figures
- Artist Study - Marlene Dumas (emotional faces artist). Drawing and painting different emotions (pencils & paints)

Objectives:

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant.

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

Continue developing positive attitudes about the differences between people.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Continue to make sense of their own life-story and history.

Activities:

- Explore push/pull forces – link to The Enormous Turnip story (Science)
- Use magnets and magnetic wands to explore pull/push forces
- Interview a gardener/ cook. Encourage children to talk about what kind of job they would like to have when they grow up
- Encourage the children to grow and care for vegetables e.g. radishes. Talk about what a plant needs to grow
- Talk about the life cycle of a turnip
- How does it change as it grows?
- Planting wild flower seeds (Science)
- Caring for the Nursery garden – weeding, watering, growing miniature gardens, looking after seedlings, role play garden centre, making maps of garden area (Geography)

Objectives:

Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Understand position through words alone – for example, “The bag is under the table,” – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Compare quantities using language: ‘more than’, ‘fewer than’.

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’.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Activities:

- Sequencing pictures from nursery rhymes and familiar stories
- Exploring whether objects are on, under, in front, behind, in or out
- Exploring sets of objects and saying which has more/ fewer
- Exploring and recognising circles, triangles and rectangles
- Building with and identifying cubes, cuboids and cylinders