



THERE'S NO FULL STOP TO LEARNING

Year: Nursery Term: Spring 2 (2024) Topic: Nature

Our vision is to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential

Communication and Language

We spend lots of time singing nursery rhymes, sharing stories, talking to one another throughout the day whilst we play. Whole class circle time, share ideas, take turns to speak and listen to our friends. We encourage a language rich environment, introducing the children to new vocabulary; we will learn vocabulary related to our topic Nature.

Enjoy listening to longer stories and can remember much of what happens. •Can find it difficult to pay attention to more than one thing at a time •Use a wider range of vocabulary. •Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" •Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. •Know many rhymes, be able to talk about familiar books, and be able to tell a long story. •Develop their communication •Use longer sentences of four to six words • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns.

Mathematics

As we explore our environment the children will have the opportunity to develop a deep understanding of the numbers to 10. We will learn how to make comparisons between objects, items found in nature relating to size, length and texture etc. Also, talk about patterns they notice and make their own patterns.

Fast recognition of up to 3 objects ('subitising'). •Recite numbers past 5. •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. • Show 'finger numbers' up to 5. • Link numerals and amounts showing the right number of objects to match the numeral, up to 5. • Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc • Talk about and identifies the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Physical Development

In nursery the children have of opportunities to develop their physical skills both indoors and outdoors. We offer activities where the children can strengthen their fine and gross motor skills such as painting or climbing. The children will learn how to be safe when handling garden equipment.

•Continue to develop their movement, balancing, riding and ball skills. •Go up steps and stairs, or climb up apparatus, using alternate feet. •Use large-muscle movements to paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. •Collaborate with others to manage large items. •Use one-handed tools and equipment, for example, making snips in paper with scissors. •To eat independently and learning how to use a knife and fork. •Show a preference for a dominant hand. •Be increasingly independent as they get dressed and undressed, •Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Literacy

We read a wide range of stories, sing songs and play games. The children will listen to stories relating to our topic. We continue to mark make e.g. 'creating a diary of how plants grow'.

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. • Engage in extended conversations about stories, learning new vocabulary. •Write some or all of their name. •Write some letters accurately.

Skills and Knowledge

Personal, Social and Emotional Development

We will talk about how to look after the environment and why it's important. The children will have opportunities to work together to explore nature and share their findings. We will continue to have regular circle time sessions.

Select and use activities and resources, with help when needed • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting •Play with one or more other children, extending and elaborating play ideas. •Help to find solutions to conflicts and rivalries. •Increasingly follow rules, understanding why they are important. •Do not always need an adult to remind them of a rule. •Develop appropriate ways of being assertive. •Talk with others to solve conflicts. •Talk about their feelings using words like 'happy' or 'sad'. •Begin to understand how others might be feeling.

Understanding the World

We will explore the Spring season, spend time outside observing changes in our environment including regular visits to the school garden. The children will use their senses to explore nature and talk about things they notice. We learn about the life cycle of plants and insects.

Use all their senses in hands on exploration of natural materials. •Explore collections of materials with similar and/or different properties. •Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. •Show interest in different occupations. •Explore how things work •Plant seeds and care for growing plants. •Understand the key features of the life cycle of a plant and an animal. •Begin to understand the need to respect and care for the natural environment and all living things. •Talk about the differences between materials and changes they notice. •Continue to develop positive attitudes about the differences between people •Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

The children will collect items in nature and decide how to use them such as making rubbings of natural resources using crayons. Sing songs relating to the topic using musical instruments. Explore different materials freely, in order 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