Spring 2 Spring / Down on the Farm

Key Texts:

Mrs Wishy Washy

Farmer Duck

Duck in the Truck

Old MacDonald

Baa baa black sheep

Little Rabbit Foo Foo

Focus festivals-Holi, Mother’s Day, World Book Day, Easter

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| Why this? Why now? |
| As the weather starts to warm up, we will start thinking about how things grow. We will be looking at Spring flowers and this will lead us into looking at how crops grow on farms. We will also learn about farm animals and where our food comes from. We will be using the Little Wandle Rhyme Time resources, with a focus on Baa Baa Black Sheep, to further develop our phonetic knowledge and understanding of rhyme. We have a number of tractor fans in our Nursery so we will using these vehicles to stimulate our learning too. During this half term, we will also be celebrating Mothering Sunday on 10th March (which we will link to our work on Spring Flowers), and Holi on 25th March (the Hindu Festival of Love and Spring). However, before we observe either of these events, we will be celebrating our love of books on World Book Day. During the last week of this half term, we will be taking part in all things Easter related. |

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| **Key Vocabulary –farm, barn, field, tractor, combine harvester, udder, animal names, leather, feather, wool, milk, pork, bacon, sausage, beef, lamb, Easter, Holi, Hindu, Christian, Jesus, rhyme, weight, heavy, light** | These are some of the opportunities that will offered for the children. Some of these opportunities will be taught as a focused teaching activity and others offered through continuous provision, both inside and outside. We will be responding to child-led interests to lead our learning further and also respond to spontaneous  learning opportunities. Our SEN children may be offered different activities which match their stage of development. |
| Area of Learning and Development – Communication and Language | Overview |
| * Enjoy listening to longer stories and can remember much of what happens. * Use a wider range of vocabulary. * Understand a question or instruction that has two parts. * Understand ‘why’ questions. * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. * 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. * Start a conversation with an adult or a friend and continue it for many turns. | * To enjoy listening to a range of stories and be able to recall events from stories. Link to Little Wandle Love of reading activities. * To develop their vocabulary linked to winter, light and dark, and dinosaurs. * Following instructions as we cement nursery routines. * Responding to why questions whilst discussing key texts, and during new experiences. Encouraging children to respond in full sentences. * Singing Nursery Rhymes. * Ask questions to encourage children to give their view points. |



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| Area of Learning and Development – Personal, Social and Emotional Development | Overview |
| * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * 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. * Increasingly follow rules, understanding why they are important. * Remember rules without needing an adult to remind them * Develop appropriate ways of being assertive. * Talk with others to solve conflicts. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Understand gradually how others might be feeling * Be increasingly independent in meeting their own care needs. * Make healthy choices about food, drink and activity. | * Giving lots of opportunity to allow children to manage their own needs including putting on their own coat, using the toilets, washing hands, hanging up their own bags. * Giving lots of opportunities to practice sharing and turn-taking. * Confident to separate from their parent/carer and are happy at school. * Discuss feelings and reasons for our feelings. * Rules/routines – Reward children for following. * Keeping safe: routines, fire alarms * Role-play area as camping area for dinosaur hunters– to encourage collaboration and interaction. * Adults to model ways of resolving conflicts and to allow children to solve their own conflicts, whilst stepping in when needed. * Action and movement activities every day – encourage all children to be active and participate. * Healthy eating cooking activities, linked to dinosaur cookbook. * Teeth brushing daily. * Activities linked to Mothering Sunday. What does Mam do for me? What can I do for her? |
| Area of Learning and Development – Physical Development | Overview |
| * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and make marks * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. * Match their developing physical skills to tasks and activities in the setting. * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * 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. * Develop ball skills to be able to throw, catch and kick with some control. | * Daily use of outdoor area, to focus on their fundamental movement skills. * Dough disco and squiggle whilst you wiggle. * Daily First Funs Intervention. * Opportunities to develop fine motor skills through continuous provision activities e.g. feeding the chick using tweezers * Practise of writing name. * Bikes and scooters once a week. * Obstacle course once a week – children to work together to set up. * Playing pin the ………on the……………(farm animals). * Learning dance routines for action songs. * Weekly mark-making activities using pens and pencils, such as Mother’s Day cards, Holi cards etc. * Practise fastening own coats. * Mark-making – encourage children to write names in cocoa powder using cinnamon sticls (Link to Easter eggs)   Tractor tracks Use plastic tractors, paint and paper on tuff tray.   * Healthy eating cooking activities, * Digging and planting summer flowers. * Ball games outside |
| Area of Learning and Development – Literacy | Overview |
| **Phonics:**  Be able to hear the initial sounds in words and names of objects.  spot and suggest rhymes  Count or clap syllables in a word  Learn the words and actions for a wide range of nursery rhymes and action rhymes.  Use different voices and sound effects.  To begin to blend CVC words.  **Reading**  Develop a love of sharing books.  To know print has meaning  To know print can have different purposes  To Know we read English text from left to right and from top to bottom  To know the names of the different parts of a book  To turn pages in correct order.  Engage in extended conversations about stories, learning new vocabulary.  **Writing**  Write some or all of their name.  Develop fine motor skills ready for writing. | Nursery Lending Library.  Play phonics Little Wandle games daily and listening games.  Add actions, voices and use instruments and body parts to add sound effects to songs  Play rhyming games.  Follow Little Wandle Love of Reading Planning template for key texts.  Adults and reading ambassadors to read individually with children with a focus on the 5 key concepts of reading.  Sharing our favourite stories from home on World Book Day  Regular name writing practice using, tracing, copying etc. Encourage children to write initial letter / name as appropriate on their work. Adult to model if needed for ch. To copy. Have name cards available for children to use as a prompt.   * Opportunities to develop fine motor skills through continuous provision activities e.g. feeding the chicks using tweezers |



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| Area of Learning and Development – Mathematics | Overview |
| **Number**  Develop fast recognition of up to 3 objects, without having to count them individually (‘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: for example, showing the right number of objects to match the numeral, up to 5.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: ‘more than’, ‘fewer than’  **Shape, space, measures**  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’.  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 identify the patterns around them.  Notice and correct an error in a repeating pattern.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’  Understand position through words alone. | Counting songs to use finger numbers up to 5.  Sorting wool activity.  Putting correct number of animals in fields. Match to numerals. Use language of more and fewer.  Comparing weights of Easter Eggs using pan balance.  Teacher model re-telling stories using language of time. Weekly activity for children to re-tell focus text. Use pictures as prompts. Children to order pictures first, then re=tell.  **Making tractors in gluing area. T model using language of shape and encourage children to use mathematical language. Children to be encouragd to choose appropriate shapes. E.g round items for wheels, cuboid box for body of tractor etc.** |
| Area of Learning and Development – Understanding the World | Overview |
| * 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 * Explore how things work. * 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. | Weekly Activities to focus on what farm animals give us   1. Cow 2. Sheep 3. Hen (Link to Easter) 4. Pig 5. Focus on Sheep Dogs   Provide children with milk, wool, eggs, feathers, leather, sheep cheese, yoghurt, pork scratchings etc to investigate.  Sorting wool activity.  Comparing wool, leather, feathers.  Tasting milk from different animals.  Learning about Easter, Holi, |
| Area of Learning and Development – Expressive Arts and Design | Overview |
| * 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. * Create closed shapes with continuous lines and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Explore colour and colour mixing. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas. | * Role playing driving tractor./ farming. * Small World Role Play Farm * Scenes linked to focused texts on Tuff Tray to encourage role-play. * T model how to draw a flower, children have a go. Give children flowers for them to observe carefully, looking at details and trying to replicate. * Egg Decorating with a focus on colour mixing. * Making model tractors in gluing area. * Singing new and familiar songs. * Using instruments to add sound effects / play along to songs. * Playing with rhyme during phonics sessions. * Making colourful Holi cards |
| **Home – School Links**   * Continuing to share ‘wow’ learning moments from school on Seesaw and asking parents to share moments from home too. Add home learning ideas onto see-saw. | |

