

Nursery Spring Term

Animals – Paws, claws and whiskers

Hook (curiosity): Farm visit to school

Text (reading, language, communication):

1. Farmyard hullabaloo (farm animals)
2. What the ladybird heard (farm animals)
3. Who's hiding in the woods? (forest animals)
4. The Gruffalo (forest animals)
5. Rumble in the jungle (jungle animals)
6. Giraffe's can't dance (jungle animals)
7. Monkey Puzzle (animals and their babies)
8. The very hungry caterpillar (life cycles)
9. Flip, Flap Pets (pets)

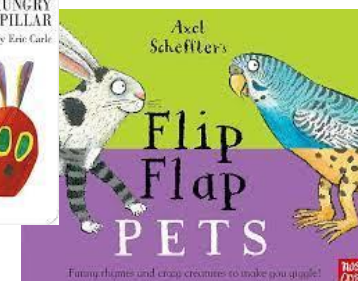
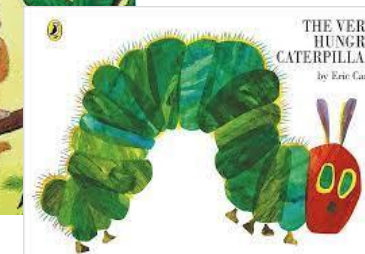
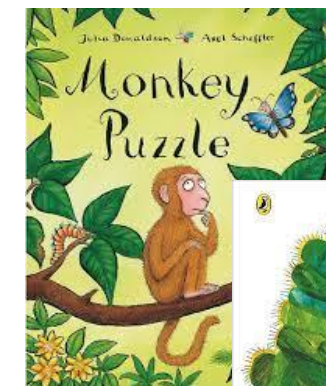
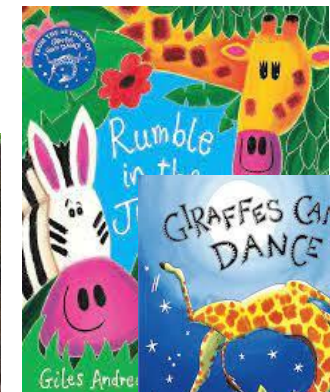
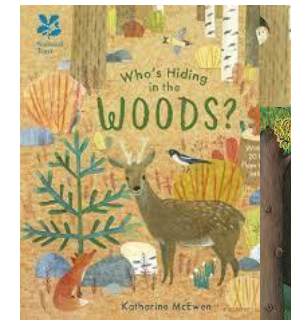
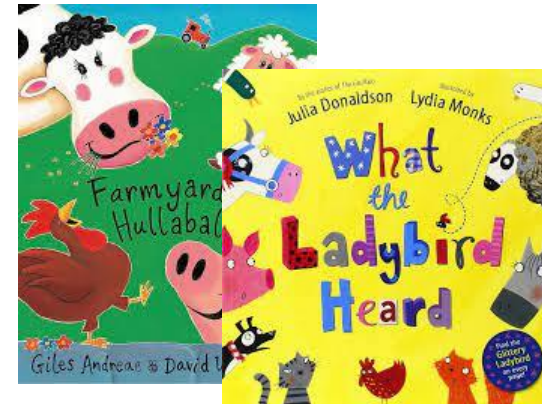
End product (engagement): Pet day

Vocab (reading, language, communication):

- Farm
- Jungle
- Forest
- Life cycle
- Habitat

Sticky knowledge (learning that sticks):

- I know the names of farm animals, forest animals and jungle animals.
- I know where some animals live.
- I know the features of different animals (paws, claws, whiskers etc).
- I know the life cycle of an animal.



This term, the children will learn...

Physical Development:

- To continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- To go up steps and stairs, or climb up apparatus, using alternate feet.
- To skip, hop, stand on one leg and hold a pose for a game like musical statues.
- To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- To use a comfortable grip with good control when holding pens and pencils.

Mathematics:

- To develop fast recognition of up to 3 objects, without having to count them individually (subitising).
- To know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).
- To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- To talk about and explore 2D and 3D shapes, using mathematical language such as 'sides', 'corners', 'straight' etc.
- To discuss routes and locations using words such as 'in front' and 'behind'.
- To begin to sequence of events, using words such as 'first', 'then'.

Personal, Social, Emotional Development:

- To find solutions to conflicts and rivalries, for example accepting that not everyone can have one toy.
- To show more confidence in new social situations.
- To increasingly follow rules, understanding why they are important.
- To remember rules without needing an adult to remind them.
- To play with one or more other children, extending and elaborating play ideas.

Expressive Art and Design:

- To draw with increasing complexity and detail, such as representing a face with a circle and including details.
- To explore colour and colour mixing.
- To begin to develop complex stories using small world equipment like animal sets, dolls and doll houses.
- To make imaginative and complex 'small worlds' with blocks and construction, such as a park or city.
- To remember and sing entire songs.

Communication and Language:

- To answer simple 'why' questions.
- To listen to simple stories and understand what is happening with the help of the pictures.
- To understand simple questions about 'who', 'what', 'where'.
- To use sentences of 4-6 words e.g "I want to play with cars".
- To use sentences joined up with words like 'because'.
- To use future and past tense e.g I am going to the park and I went to the shop.

Literacy:

- To spot and suggest rhymes
- To develop play around favourite stories using props.
- To recognize words with the same initial sound, such as money and mother.
- To use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page.

Understanding the World:

- To understand the key features of the life cycle of a plant and animal.
- To know there are different countries in the world and talk about the differences they have experienced or seen in photos.
- To plant seeds and care for growing plants.
- To begin to understand the need to respect and care for the natural environment and all living things.
- To explore and talk about different forces they can feel.

They will learn this through...

Physical Development:

- Outside area equipment
- Building blocks to make steps/stairs
- Designated outside learning time on the MUGA.
- Play games such as musical statues, musical bumps.

Personal, Social, Emotional Development:

- Meeting new children and making new friends.
- Creating a 'good choices' display.
- Going on a trip.

Communication and Language:

- Daily story time
- Daily phonics and listening activities in small groups
- Book focus of the week

Literacy:

- Spot the rhyming words in a book
- Rhyming snap
- Puppet show and small world set ups of the book of the week
- Silly soup
- Mark making opportunities in the provision

Mathematics:

- Numberblocks
- Playing games involving a dice
- Number puzzles
- Shape puzzles
- Creating shape pictures
- Sequencing a story

Expressive Art and Design:

- Drawing a self portrait
- Drawing pictures of our pets at home
- Daily rhyme time
- Making a habitat for an animal.

Understanding the World:

- Growing frogs and caterpillars into butterflies.
- Planting and growing our own plants.
- Explore animals from different countries.
- Meet and touch animals.
- Talk from a vet about taking care of animals.