

Nursery

Spring Term 2 - Nursery

Plants and Growing

2	PSED	PD	CL	Literacy	Maths	UW	EAD
Focus and skills	Can I talk confidently?	What affects our bodies?	Can I understand a question? Can I recognise rhyme and rhythm?		Can I describe the shape of objects?	What does change look like?	What can I construct?
Black: Intent ion	<p>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. (16-26)</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50)</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. (30-50)</p>	<p>Beginning to recognise danger and seeks support of significant adults for help. (22-36)</p> <p>Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. (30-50)</p>	<p>Listens to and enjoys rhythmic patterns in stories (16-26) Enjoys rhymes and tries to join in with actions (16-26)</p> <p>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Uses a variety of questions (e.g. what, where, who) (22-36)</p> <p>Beginning to understand 'why' and 'how' questions Uses intonation, rhythm and phrasing to make the meaning clear to others. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (30-50)</p>		<p>Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Uses blocks to create their own simple structures and arrangements. (16-26)</p> <p>Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. (22-36)</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in</p>	<p>Notices detailed features of objects in their environment. (22-36)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the</p>	<p>Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. (30-50)</p>

Purple: Implementation	Discussions on what the children can see, the changes they have witnessed. Confidence to discuss with adults, small peer groups and whole class.	PE lessons, encouraging children to notice the effects on their bodies, heart rate, effects on breathing, need for water. Why do we need to exercise? Healthy eating lunchboxes, food tasting.	Planting activities, understanding and asking questions about the growth and changes they observe. Writing opportunities including labelling plants and recording growth. Continuing the RWI approach to reading and writing in groups. Nursery rhyme box Fred games- Find the animal - say in Fred talk Fred Says - fred talk body part, children find Repeated refrains Continue with super sentences, asking children to extend on their ideas Fantastics - continue to use alongside story focus to explore the story further Build a sentence in role play - adult to begin sentence, children to add to this	shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (30-50) Roots and shoots, placement of parts of plant. Description of the shape of plants, re-creating using 2d shapes/ construction materials. Recovering shape rhymes to highlight properties of 4 simple 2d shapes. Continue with 'how to write' number rhymes, counting children in class daily, model use of interactive number line. Using number square to show what numbers look like to aid number recognition. Snack time - can you take? Bagels - Can you the coins to pay for a bagel?	environment. (30-50) Discussion and role play on what plants need to survive and grow. Planting activities, understanding and asking questions about the growth and changes they observe. Writing opportunities including labelling plants and recording growth. Discussions on what the children can see, the changes they have witnessed. Measuring growth to prompt discussion on changes.	Constructing plant pots, beds using a variety of construction materials, including large deconstructed play outside. Using a variety of tools, including hammers and golf tees. Sketching plant shadow growth.
Texts	<p><u>Pre RWI linked texts - Repetition</u></p> <p>Jasper and the Beanstalk by Nick Butterworth Paddington in the Garden by Michael Bond</p>					

	The Enormous Turnip e book Titch by Pat Hutchins
Trips	Farm on wheels visiting school, trip to Packington Farm and trip to visit farm in local area.