










Nursery Spring 2 The Farm

Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Expressive Arts and Design	Understanding the World
<p>*Discuss in small groups about how to play together even when they don't agree with one another. Model to children how to handle positive play, use areas such as the role play and mud kitchen to support children to find solutions. Set up provocations so children are taught the skills of working together and excepting of each other's ideas.</p> <p>*Encourage children to be more accountable for behaviour following the routines of the class. Support them to model to others how to line up properly, share books and sit quietly in their space on the carpet without impacting on others.</p> <p>* Support children to show emotion appropriately.</p> <p>*Encourage children</p>	<p>*Continue to develop good talking skills-discussion through shared reading is becoming stronger and that new knowledge of vocabulary is being developed through the wider curriculum.</p> <p>*Encourage the children to give their ideas about stories, new knowledge etc, freely. Staff to model how to answer and how to word giving ideas by supporting children with sentence stems, "I think...because..."</p> <p>*Ensure provocations are really exciting. Use real things that will spike chn's interest. E.g, watch beans and cress grow, linking it to the story. Grow flowers in the garden. Watch the mini-beasts, talk about how they move, where they live etc.</p> <p>*Children will now be loving singing nursery rhymes and beginning to learn some by heart. Give a purpose for this by inviting parents in to watch how nice children are singing.</p> <p>*Children continue to love reading books and shared reading. The Big Fat Red Hen (shared reading) Ensure the role play and small world lends itself to children building up the story</p>	<p>*Continue to encourage children to become more confident, competent, creative and adaptive movers within the classroom. Ensure children are aware of the space around them and other children within the same space.</p> <p>* When outside ensure children understand that learning within larger areas also needs thought. Not running into one another, e.g. sharing space in the mudded area. Knowing which areas are safe to play in and which areas they must adapt their way of moving.</p> <p>Also model how to adapt when carrying large equipment within a space and encourage children to do this independently, safely.</p> <p>*Encourage children to think about the resources they use. E.g, if they are going to dig in the mudded area they will need a</p>	<p>Reading</p> <p>Shared Reading Farmer Duck Transformation Tale</p> <p>*Immersion</p> <p>*Imitation</p> <p>*Independent application through free flow- Draw a farm scene.</p> <p>Stories</p> <p>Through the shared reading text, demonstrate to children how text is read from left to right and from top to bottom. Highlight the sentence structure in books, focusing on capital letters at the start and full stops at the end. Show children how letters make a word and there is always a space between words, keep reminding children of this so that they build up a secure knowledge of print.</p> <p>Continue to develop a love of listening to stories and joining in with repeated refrains and pointing out what is in the picture. Use picture books so that they can start to tell</p>	<p>*Use fingers to count up to 5 and beyond. Encourage this through number songs and counting objects. When outside ask children to count up to 5 and beyond in jumps or skipping. Ask them to fill up the water with 5 or more cups of water. Use every opportunity to reinforce counting so it becomes part of everyday practice.</p> <p>Mathematical language. Count out the beans in Jasper's story-talk about height and size focus on the beanstalk.</p> <p>*Use the environment to reinforce numbers. Have a pot labelled 5 and show the children they must count out 5 pencils into the pot, etc. Encourage children to count and record when playing games. How many bean bags can we get in the hoop? Record amount and see who wins.</p> <p>*Encourage children in their own ways of recording and beginning using symbols. E.g do a tally chart for how many balls they managed to</p>	<p>*Children are now more confident with role play and are beginning to develop more complex stories using the small world, role play etc. Children are more involved in their own play and becoming a little more confident at having other children/adults join in. Rules of play are engaged with and children have to follow the rules to join in with the play.</p> <p>*Children are encouraged to be more imaginative through their story telling, language etc and can use this in their wider play, such as construction both large and small. Because of the provision provided children can engage in exciting tasks. Practitioners will have to model and support play to ensure children build up skills of working together, dealing with conflicts and</p>	<p>*Understand the key features of the life cycle of an animal – Life Cycle of a Hen.</p> <p>*Develop scientific language and encourage children to use it. Provide resources/books that will support children to be interested in the topic.</p> <p>*Begin to understand the need to respect and care for the natural environment and all living things. Help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as chick eggs.</p> <p>*Explore how things work set up provocations for them to use wind-up toys. Push and</p>

<p>understanding the feeling of others - recognise if someone is happy, sad or angry. Fair/unfair</p> <p>*Develop chn's understanding of themselves and how important they are. Spend time letting children talk about their families, encourage parents to talk about their histories so a whole-child picture is built up and all children feel valuable and special. The ugly duckling (shared reading)</p> <p>*Begin to build constructive and respectful relationships. As children move out of parallel play and move towards associative play, they will start to interact with others more in their play and there may be fleeting co-operation between children during play. They may start to be selective of who they play but building relationships is key.</p>	<p>structure and new language learnt. Practitioners to support children by asking open ended questions about the story so that children will be more confident to respond independently.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Use the new language they are learning so that they have deeper understanding of the new knowledge they are learning through topics. • Share their understanding of stories they are learning, using sentence stems to help them construct their sentences correctly. • Confidently sing nursery rhymes. • Show how they enjoy being read to, reading known books independently and bringing stories to life through role-play. • Answer open ended questions confidently. 	<p>spade. Have discussions around handling equipment safely, with space in mind. Children must be aware of the rules that are set for play and adhere to them with the understating they are set in order to keep children safe.</p> <p>*Children are getting more confident in associative play and are beginning to work together collaboratively. E.g, when building a den they will work together carrying equipment together, thinking about safety and following the rules whilst being fair to one another.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Confidently move about in known space-being aware of obstacles in their way both inside and out. • Show knowledge of dangers and how to deal with them. 	<p>the story themselves through the illustration. Encourage children to anticipate key events in the story.</p> <p>*Continuing to develop chn's understanding of diversity.</p> <p>Writing</p> <p>*Children are becoming confident in the TFW process and enjoy retelling stories and building up that knowledge of new language.</p> <p>*Use the story of Farmer Duck to encourage writing inside and out. Use clipboards, paintbrushes and chalk-use an assortment of books and pads for them to write on independently.</p> <p>Draw characters from the story.</p> <p>Develop letter formation large scale through play.</p> <p>*Begin to use what they are learning in their phonics to write known letters. E.g write a letter to the Farmer saying how unhappy they are, through illustration but sign it from Duck (D)</p>	<p>throw through the hoop. Show numerals in different ways, e.g. outside use wooden ones. If they need to put 3 scoops of mud in their pot can they find the number 3 on the outside line.</p> <p>Solve real world mathematical problems with numbers up to 5, both inside and out. Set up provocations that will really help the children think mathematically, how many beans does Jasper need to make a gigantic beanstalk. Expand one more one less, estimation how many have we got in the pot, how heavy do we think the beans are?</p> <p>*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'. Children to build structures using the language of shape so that they can use their knowledge of 2D to support their understanding of 3D. Use it in everyday practice, my door is a rectangular shape, this table is square, etc.</p>	<p>encouraging children to join in with this more complex play.</p> <p>*More focus to help children put more detail in their drawings. If drawing a person or an animal from the story, look carefully at the character before drawing, if drawing a home look at features of a house, e.g tiles on a roof etc. Encourage children when drawing people to realise that our arms and legs don't come out of our head.</p> <p>Looking in a mirror and discussing with children before they begin to draw.</p> <p>*Children to become more confident at showing emotion in their drawings. Discussing more about features, where their eyes are etc. Mixing colour and choosing the correct colour to represent what they are painting or colouring, e.g. pale/dark skin.</p> <p>*Developing knowledge of mixing colour and enjoying watching how by</p>	<p>pull, to find how things turn etc.</p> <p>Link to Shared Reading: The Runaway Tractor.</p> <p>*Continue the learning with exploring forces. Develop chn's understanding of magnetic force-use the language of attraction and repulsion. Develop language and understanding through provocations, exploration and books.</p> <p>Goodnight farm (shared reading)</p> <p>*Continue to develop chn's sense of self by discussing bed time and feeling safe at bedtime.</p> <p>*Explore how you can shine light through some materials, but not others. Investigate shadows</p>  <p>Children are able to: Use all their senses in hands-on exploration</p>
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<p>They will need to understand about sharing and cooperating which may need to be modelled in small group focusses.</p>  <p>Individual Liberty: Children should develop a positive sense of themselves.</p> <p>Draw different faces of different family member/friends and talk about and draw different facial expressions.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Work co-operatively together and build up constructive relationships. Play together positively, dealing with conflicts (with support). 		<ul style="list-style-type: none"> • Children are able to follow rules and know what correct resources are to choose to complete their task. • Work collaboratively together to ensure a task is completed. 	<p>*Let children choose their own materials to write with. Stimulate the boys by creating a large story map on wallpaper encouraging them to act out the story and use new language learnt.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Have understanding of the skills of reading, identifying the structure of a sentence etc with support from the teacher. • Take part in the storytelling, e.g. repeating refrains etc. • Use picture books to retell a story themselves. Highlighting key events. • Through stories children are becoming more aware of diversity. • Show knowledge of 	 <p>Children are able to:</p> <ul style="list-style-type: none"> • Count up to 5 confidently. • Use activities to show good understanding of counting. • Using number songs. • Use mathematical language of size and capacity. • Record simple outcomes, e.g write 5 for 5 bean bags in a hoop. • Solve number problems up to 5 confidently. • Show understanding of estimation. • Talk about and explore 2D and 3D shapes 	<p>mixing colours, colours change. .</p> <p>* Use different styles-creating and copying patterns, shape plants and patterns.</p> <p>*Design a farm Design it, use junk modeling or construction to build it.</p> <p>*Children to learn about different artists' and imitate skills.</p> <p>Explore French Impressionist Claude Monet: water lily painting</p> <p>https://nurturestore.co.uk/kandinsky-circles-art-lesson-for-children</p> <p>Imitate: Paint their circle-see above. https://nurturestore.co.uk/nature-mandalas-for-kids</p> <p>Innovate: Use chalk to create patterns of flowers in the outdoors-see above</p> <p>https://nurturestore.co.uk/flower-mandala-designs-for-children</p> <p>Invent:</p>	<p>of natural materials.</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Show understanding of how things work, e.g. if you push pull the force will move things. • Some understanding of a lifecycle of an animal. Use non-fiction to deepen language and knowledge, e.g. the understand
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<ul style="list-style-type: none"> • Children follow school rules. Are caring and listen to one another. • Show understanding that they are important, talk about themselves and people who are important to them. • Show emotion and begin talking about how they are feeling. • Talk about their families and begin to show some understanding of the past. 			<p>the TfW process. Retelling stories, drawing their story, adding their own bits in and then retelling a well know story making it their own.</p> <ul style="list-style-type: none"> • Show some knowledge of simple phonics and the alphabet, showing some knowledge of initial sounds. • Use a story to deepen knowledge of other learning. (see above) 		<p>Creating circles different using different media-see above.</p> <p>https://www.youtube.com/watch?v=cRhGOdqWllo</p> <p>Old Mc Donald</p> <p>*Children to enjoy singing and learn a whole song by heart. Focus on pitch, high and low. Practitioners to model to chn.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Be more confident in their play, they use stories and a stimulus and encourage other children to join in with them. • Use construction and small world to build imagination and support 	<p>ding of force.</p> <ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice.
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					<p>storytelling knowledge.</p> <ul style="list-style-type: none"> • During play more complex play children will deal with conflicts supported by adults. • Put more detail in their drawing, drawing on the knowledge from other artists. • Design and build, using junk modelling. Children will begin to evaluate their work. • Mix colours to make a colour and use knowledge of this correctly in their painting, e.g the sky is blue. 	
 <p>Pupil Voice Friendship hand tree display</p>		<p>Educational visits/Visitors/Experiences Hens and chicks in school for the term Mini Farm in school</p>			<p>Workshop Creative activities relating to the visit to the farm. Children to have a range of materials to make different pictures of</p>	

		the animals they saw.
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