

Unit: Growing

Green are skills to be recapped from the last half term.

Spring 2

Key Drivers: Understanding the world & Communication & Language

Numeracy.

- **Numeracy. Adult model in group and within CI.**
- Showing awareness of properties of shapes such as circles, rectangles and triangles.
- To use number, talk to start to recognise parts and wholes within play experiences to 3.
- Start to identify 3D shapes such as cylinders within play.
- Start to make comparisons between objects relating to size

Expressive Arts and Design.

- Explore materials freely.
- Can use tools such as scissors and hammers with growing care.
- Start to use colours purposefully such as a blue sky.
- Sing songs daily.
- Drawing with a purpose.
- Explore instruments.
- Making up stories within the small world.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.**
- I can make up stories when playing, like superheroes rescuing people from a building**
- I attempt to stay in time to music.**
- Drawing circles and distinguished marks.**

Understanding the world.:

- I can notice the difference between people in my class.
- I can explore collections of materials with similar and/or different properties. I can talk about the differences and similarities.
- I can explore and identify what happens when I use light and different materials. I can use the correct vocabulary when talking and explaining it to my key worker about shadows.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- I can talk about differences from a baby to now.
- I can talk about what I would like to be when I am older.
- I identify the differences between members of my

Personal, Social and Emotional Development.

- Talk about feelings using words such as 'happy, sad, angry.'
- Be able to follow rules with increasing independence.
- I can brush my own teeth, go to the toilet, and wash my own hands.
- I can chat about members of my community who I have met.
- I am becoming more outgoing and can play for periods of 5 minutes or more.
- With support from my teachers, I can solve conflicts.
- I can understand how others might be feeling and why they are showing this emotion.
- I can show confidence in new social situations.
- I am developing appropriate ways of being assertive.
- Books around feelings available daily and discussing feelings such as

Growing!

Literacy.

- I am starting to recognise print such as logos, signs on the bus or when walking home.
- I enjoy looking at books and can discuss the beginning and end of a book.
- I can use some of the new story vocabulary within my play and when discussing with adults.
- I can add marks to my drawings such as 'that means mummy'.
- I like to look at and enjoy books and digital books independently.
- I can discuss the beginning and middle of a book.
- I can make up my own simple songs.
- I can explain what is happening looking at picture clues in the story.
- I can relate events in stories to my own experiences.
- Use new vocabulary within my play
- **Section 1: Letter formation: Step 1: Pre-transcription:**
- I can trace patterns including age-appropriate pre-writing shapes

Expressive Arts and Design. – Music

- Nursery rhyme stones before lunch- children know these songs well.
- Rhyme driving literacy curriculum.**
- Explore instruments.
- Sing songs daily.
- I attempt to stay in time to music.

Communication and language.

- I am starting to ask why something happens.
- Share familiar books from school to home.
- Use introduced vocabulary within my play and when sharing ideas.
- I can understand a two-part instruction.
- I can understand who, what and where questions.
- Focusing for up to 10 minutes.
- I enjoy listening to longer stories and can remember much of what has happened at the end and why.
- High quality PSED story each day.**
- Focus upon core language from progression document.**

Physical development.

- Get set for PE (Ball skills Unit 1) Whole Class Cool Kids**
- Accessing outdoors daily with gross motor equipment and stepping stones.**
- Daily fine motor activities such as threading/ playdough.**
- Can catch a large ball with two hands.
- Can show awareness when running and walking not to bump into friends.
- I can balance across equipment.
- Start to make snips in paper with scissors.
- Use a knife to cut things when eating my dinner.
- I can make gross motor movements to music.
- I use a comfortable grip with writing tools.
- Start to talk about fruit and vegetables being good for our health.
- I can talk about brushing my teeth twice a day.

Vocabulary linked to Understanding the world

- Sound
- Movement
- Image
- Before
- After
- Past
- Plant
- Rain
- Sun
- Weather

Core texts

- I've got a body- a very busy body- it goes everywhere with me.- Link to their body and changes since a baby.
- Head, shoulders, knees and toes.
 - I'm a little bean rhyme.
 - I'm a Spring Chicken.
- Clips of Easter and Spring BBC.
 - Jasper's Beanstalk
 - Gingerbread Man



Our high-quality text choices:

- We're all wonders
- Its ok to be different
- OI Books to share.
- Gruffalo.
- Gruffalo's child.



Skills to revisit within provision from Autumn term within the provision:

EAD:

- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

LIT

- I can recognise my own name on my name badge.
- Start to make marks on their picture to stand for their name (recognise important prints to me)
- I like to investigate making marks in different ways such as in paint, sand, and using different writing materials.

PD:

- I can use large muscle movements to wave flags and streamers paint and make mark which are meaningful to me. This can be in a group or independently.

UTW:

- I can explore and identify what happens when I add a liquid to them. I can use the correct vocabulary when talking and explaining it to my key worker

Enrichment:

Children will have opportunity to visit Forest school each week as well as being immersed into their learning via cross curricular links. We will also be exploring planting and Easter crafting.

Outdoors:

- Shop/ house area linked to core texts and UTW focus.
- Mud kitchen area with PSED focus.
- Large sand pit available.
- Balancing equipment.
- Instruments outside.
- Climbing area open- where slide used to be.
- Small world linked to theme.
- Using flags and streamers outside.

Parental engagement:

- Class Dojo weekly.
- Stay and play.
- Parents evening.
- Daily chats on the door.
- Home learning tasks.
- Parents bringing in baby photos

Characteristics of effective learning:

We promote playing and exploring, active learning and creating and thinking critically through all areas of our provision. Adults use the language of 'dinosaurs' with the children.

British values:

Mutual respect and tolerance:

Children are accepting of everyone within their class regardless of differences in appearance.

Rule of law: Children follow and respect our class rules within adult support.

Individual liberty: We celebrate the fact we are all different.

Wider context:

- To support children with English as an additional language we will say hello within the register in different languages.
- We will use gestures, Makaton and dual coding within the provision to help children with EAL as well as special educational needs.
- Staff are aware of children that require targeted language support, and this is delivered via the provision as well as WellComm.
- Staff play nursery rhymes before lunch in different languages.
- We have a sensory space that children can