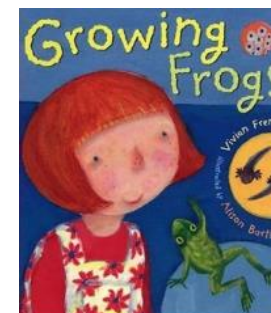
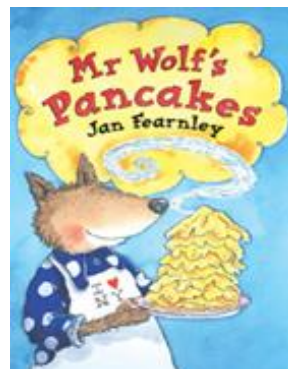
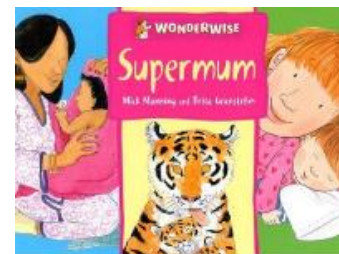
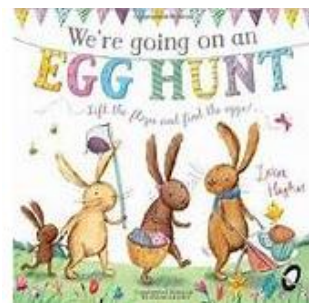



What's Growing in Our Garden?

Nursery and Reception

Spring 2

2024



WOW	Find Bog Babies in the pond area!
<p data-bbox="203 140 322 172">Week 1</p> <p data-bbox="132 233 394 312">Why do we have Pancake Day?</p> <p data-bbox="91 371 434 451">How can we take care of Bog Baby?</p> 	<p data-bbox="465 140 1173 172"><u>Personal, social, and emotional development:</u></p> <p data-bbox="465 185 1935 217">This term the children will learn about the basic needs humans and animals need to stay healthy.</p> <p data-bbox="465 233 943 264"><u>Communication and language:</u></p> <p data-bbox="465 277 2040 405">Children will play listening games for example, one child will be blindfolded in the middle of a circle. The children in the circle take it in turns to say 'It's only me Mr Wolf', in an appropriate gruff voice. The blindfolded child guesses who was speaking/where in the room the child was.</p> <p data-bbox="465 418 815 450"><u>Physical development:</u></p> <p data-bbox="465 462 2040 542">Children will have opportunities to manipulate tools in order to make and decorate playdough pancakes and 'Bog Babies'.</p> <p data-bbox="465 555 600 587"><u>Literacy:</u></p> <p data-bbox="465 600 2069 727">This week children in Reception will be encouraged to make story maps of their own recreating where the characters lived and where they went. Later on in the week, children will also be encouraged to write letters to Bog Baby asking questions such as where has he come from? Or how can we help him?</p> <p data-bbox="465 740 595 772"><u>Phonics:</u></p> <p data-bbox="465 785 2085 865">This week children in Reception will be consolidating the sounds y, z, zz, s and qu. They will also look at the common exception words all and are.</p> <p data-bbox="465 877 577 909"><u>Maths:</u></p> <p data-bbox="465 922 2085 1273">This week, the children in Reception will continue to engage with activities that draw attention to the purpose of counting – to find out 'how many' objects there are. The children will also revisit the concept of cardinality – the idea that the last number in the count tells us how many things there are altogether. They will continue to be provided with opportunities to hear, join in with and develop their knowledge of the counting sequence and to become secure enough with their counting skills to be able to count out a set of objects from a larger set, remembering the 'stopping number' and knowing that this means they have selected the correct number. They will also begin to understand the word pattern embedded within most of our number names and be given opportunities to practise counting beyond 20.</p> <p data-bbox="465 1286 887 1318"><u>Expressive arts and design:</u></p> <p data-bbox="465 1331 2078 1458">This week in Reception the children will be able to explore junk modelling and make a basic care item for Bog Baby such as a bed or a shelter. Later on in the week, children will also be able to make their very own Bog Baby using a choice of materials.</p> <p data-bbox="465 1471 864 1503"><u>Understanding the world:</u></p>

The children will begin to understand why we have pancake day, what is lent and how is it celebrated in other countries. They will also explore the school's wildlife area and look at what grows and lives in the pond.

PSHE:

In PSHE this week, children in Reception will understand they need to exercise in order to keep their bodies healthy and how resting is good for their bodies.

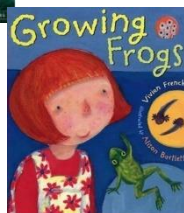
RE:

In RE this week, Reception children will learn about the four seasons and the changes that occur. Children will understand that there are 4 seasons and will be able to differentiate the characteristics of the different seasons.

**Week 2
Who lives in the**



garden?



Personal, social, and emotional development:

Continuing to look at Bog Baby we will discuss his feelings and how we can make him feel happy and welcome until we find him a way home.

Communication and language:

We will take a nature walk around the school grounds looking for signs of spring and listening to the sounds to we can hear.

Physical development:

In our outdoor area children will be encouraged to use trowels, spades, rakes, forks and other tools to dig and explore.

Literacy:

We will read the book Growing Frogs and think about how we look after the frogspawn and how frogs change as they grow. Children will be encouraged to label, create or draw a simple life cycle of a frog.

Phonics:

This week the children in Reception will be introduced to the sounds ch and sh, as well as the common exception words he and she.

Maths:

The comparison of quantities is something that children begin to do as babies. When comparing, children notice attributes and begin to understand the differences and similarities between them. The activities this week in Reception will focus on further developing this innate skill as the children are encouraged to focus exclusively on ordinality: considering where numbers to 8 are in relation to each other.

Language is a key focus and adults will model the language of 'more than', 'less than' and 'equal to' to describe the relationships between numbers. This week, 'less than' is used instead of 'fewer than' when the focus is on each number's position in the counting sequence.

Expressive arts and design:

This week children will focus on the artist Claude Monet and his paintings at his garden of Giverny. The children will create an art project whereby they create waterlily pictures or Japanese bridges using watercolours & collage.

Understanding the world:

After exploring the pond area, we will be looking at other animals that live in a pond and investigating spring and life cycles of other animals such as bees and butterflies.

PSHE:

In PSHE this week, children in Reception will learn which foods are healthy and not healthy in order to make healthy eating choices.

RE:

In RE this week, Reception children will learn to identify things that happen in spring including physical changes and new life.

**Week 3
Who looks after us?**



Personal, social, and emotional development:

The children will continue to learn how to take care of themselves and others.

Communication and language:

We will learn names for young animals – eg calf, piglet, cub and how baby animals get their food. The children will share baby photos of themselves and explain how have they changed?

Physical development:

The children will use single- handed tools and fine motor control to make Mother's day cards and learn DT skills to create pop up/lift the flap hinges to make creatures in eggs.

Literacy:

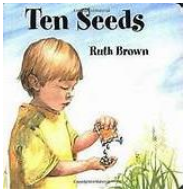
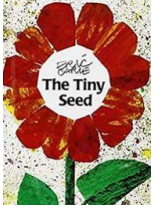
The children will listen to riddles describing what is hatching from an egg and then think of their own clues to share through discussion and writing.

Phonics:

The children in reception this week will be introduced to sounds th and ng. They will also have the opportunity to practice the common exception words we and me.

Maths:

	<p>This week, the children in Reception will consolidate their understanding of the composition of numbers by investigating the numbers within 7. Composing and de-composing numbers involves the children investigating part–part–whole relations, e.g. seeing that 7 can be made of 5 and 2. The children will deepen their understanding of a whole being made up of smaller parts through games and practical experiences, such as investigating the number of ducks on a pond. They will begin to recognise that numbers can be made by combining parts in different ways, and will be encouraged to make links by considering similarities and differences in the various ways of making 7. A key focus will be on partitioning 7 (splitting it into parts) and thinking about the missing part.</p> <p><u>Expressive arts and design:</u> The children will create a Mother’s day card to celebrate Mothering Sunday. They will have opportunities to create and make oviparous animals from a range of materials. They will be able to use their imaginations through role play, dance, music and art to share what they think may hatch from an odd egg that appears in our garden! What could it be?</p> <p><u>Understanding the world:</u> After listening to the story “Supermum” the children will be able to compare humans with other animals. They will learn what animals need to thrive and look at how humans and animals change as they grow by sequencing timelines. The children will learn about oviparous animals and that more than birds hatch from eggs! The children will explore how eggs can be different sizes, shapes and colours.</p> <p><u>PSHE:</u> In PSHE this week, children in Reception will understand that sleep is good for them and how to help themselves get to sleep.</p> <p><u>RE:</u> In RE this week, children in Reception will learn that Easter is celebrated by Christians. They will learn and sort symbols linking to Easter.</p>
<p>Week 4</p> <p>Do plants have babies?</p>	<p><u>Personal, social, and emotional development:</u> This week the children will learn how to care for the environment by caring for plants and animals in our gardens. They will learn safety rules to ensure they use gardening equipment in a safe manner.</p> <p><u>Communication and language:</u> The children will listen to instructions to prepare and plant seeds in the garden. The children will have the opportunity to learn new vocabulary to describe plants and seeds in more interesting and clearer ways.</p>



Physical development:

The children will use tools to plant seeds in pots and in our allotment- working at large, gross motor skills for digging, weeding and using a wheel barrow. They will also use their fine motor skills to plant seeds into potting trays and pots.

Literacy:

The children will learn to label a picture to show parts of a plant.

They will read simple instructions to plant their own seed, showing an understanding that we can read for information not just for story times. The children will also have opportunities to make posters to care for plants and animals in our green spaces.

Phonics:

This week in Reception the children will be introduced to the sounds ai and ee. The children will practice the common exception words be and was.

Maths:

This week, the children in Reception will continue to develop their visualising skills by looking carefully at arrangements of dots and then closing their eyes to explain what they 'see'. The children will use their perceptual subitising skills (seeing the quantity without counting) to build on their understanding of equal amounts, and they will investigate equal groups. They will use manipulatives and pictorial representations to build on previous experiences with dice patterns and numbers of fingers to explore doubling quantities to 10. A continued focus on spatial language to describe the arrangements will further deepen their understanding. Towards the end of the week, the children will also be encouraged to visualise arrangements.

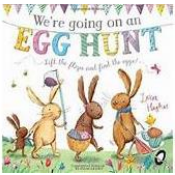
Expressive arts and design:

The children will make observational drawings, paintings, collages and models of plants and flowers using a range of tools and media.

Understanding the world:

The children will learn the life cycle of a plant and be able to sequence how this occurs. They will also learn parts of a plant such as leaf, root, petal, stem and recognise that seeds and plants can look differently. The children will learn that plants need sunlight, water and soil to grow. They will have the opportunity to grow their own plants and in our allotment.

PSHE:

	<p>In PSHE this week, children in Reception will understand why it is important to thoroughly wash their hands especially before eating and after going to the toilet.</p> <p><u>RE:</u> This week, the children in Reception will learn of the Easter story and will roleplay Jesus entering Jerusalem and explore how he was feeling. As well as this, children will explore Jesus praying in the Garden of Gethsemane and think about what they thought Jesus was praying for.</p>
<p>Week 5</p> <p>How and why do we celebrate Easter?</p> 	<p><u>Personal, social, and emotional development:</u> A 'hunt station' will be set up in the classroom and children will be provided backpacks, torches, binoculars, camouflage, walkie-talkies etc. so children can investigate the station and prepare for going their own egg hunts with their friends.</p> <p><u>Communication and language:</u> After reading 'We're going on an Egg Hunt', story sequencing cards will be hidden around the outdoor area and children will be invited to find them and place them in the correct order and retell the story.</p> <p><u>Physical development:</u> Children will be encouraged to create an obstacle course based on the story setting in an outside area using a variety of equipment to explore travelling through. Adding opportunities for children to climb under, over and through.</p> <p><u>Literacy:</u> Children will be encouraged to think about the Egg hunt story and think about whether they know a similar story. The children will also write Easter cards for family and friends. The children will be encouraged to read words and captions to find the 'Easter eggs'</p> <p><u>Phonics:</u> This week in phonics, Reception children will be introduced to the sounds igh and oa. They will also practice the common exception words my and you.</p> <p><u>Maths:</u> This week, the children in Reception will use practical contexts to sort objects according to different criteria. They will be encouraged to notice different attributes in groups of objects – such as colour, size or function – and to describe what they notice. Beginning with adult-led sorting activities and games of 'How am I sorting?', the children will go on to develop their own criteria for sorting. Sorting and classifying are important early years' skills that encourage children to identify similarities and differences. These skills also support problem solving and the development of data analysis.</p>

Towards the end of the week, the children will apply their sorting skills to numbers and will investigate ways to sort the Numberblocks. They will use their previous experience of investigating doubles to begin to practically explore even and odd numbers. Within the context of building Numberblocks characters, they will investigate when a number is a double and when it is not. The use of gesture to reinforce the spatial composition of odd and even Numberblocks will be an important focus.

Expressive arts and design:

Throughout the week, the children will be provided with lots of opportunities to get involved with various different types of Easter craft. They will also perform songs, dances and act during their Spring/Easter show to family and the school.

Understanding the world:

We will learn how we and other people celebrate Easter and compare Easter Traditions around the world and also perform our Easter/ Spring show to parents.

PSHE:

In PSHE this week, children in Reception will learn what a stranger is and how to stay safe if a stranger approaches them.

RE:

In Reception, for RE this week the children will listen to the story of Jesus being placed on the cross and identify the change in the weather that occurred. They will explore Jesus' resurrection and how this his disciples and friends felt when they saw him.

Nursery Phonics:

Across the half-term the children will be working on developing their phonological awareness through: discriminating environmental sounds, rhythm and rhyme, syllables, alliteration, body percussion, voice sounds and oral blending. The children will be starting to hear some of the initial sounds in words, for example mummy starts with m.

Nursery Maths:

Children will be developing their number sense through going on number hunts, singing counting songs, subitising 3 of the same objects and exploring using three and four frames. The children will be learning to 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'. They will also be learning to solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. The children will be learning prepositional language, for example under, over, behind, in front and next to.