



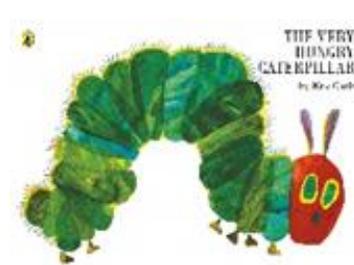
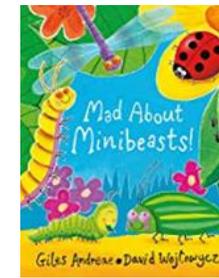
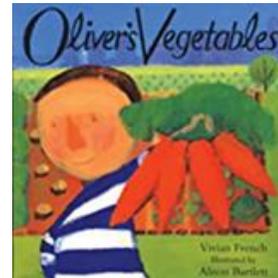
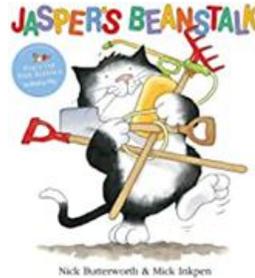
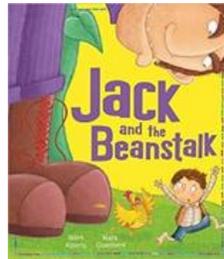
# How does your garden grow?

Nursery & Reception

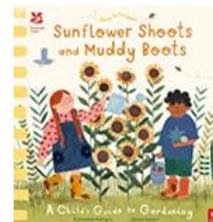
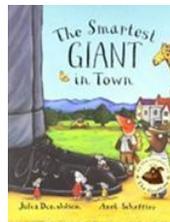
Spring 2

2025

Main  
Teaching  
Texts



Books to share on  
the theme





**Week 1**  
**Is it Spring?**

**Communication & Language**

The children will return to school and be asked to share their experiences of half term with their classmates using pictures and videos shared by families through Tapestry. We will also be asking children to describe the changes they see around them as we enter into the season of Spring.

**PSHE**

This term we will be looking at the theme Healthy Me. We will be visited by the NHS team for an oral hygiene talk looking how to keep our teeth clean and healthy.

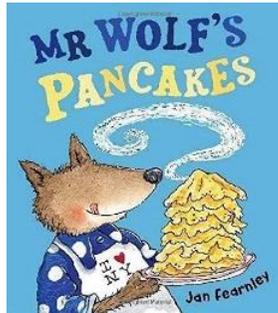
**Religious Education-** This term our big question in RE is 'What is Easter?' To introduce this, we will be revisiting the four seasons and then focusing on what are the signs of Spring which will help us understand some symbols of Easter  
In Phonics Reception children will revisit and consolidate the sounds y, z, zz, qu and tricky words all & are.

**Maths wk 16** This week, the children 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. To begin to understand the word pattern embedded within most of our number names, the children will also be given opportunities to practise counting beyond 20.

A key focus this week will be to consolidate the 'stable order principle' – rehearsing the order of the first 10 numbers and understanding that the position that each number holds in our number sequence does not change. While working with numbers to 10, the children will develop their understanding of the ordinal aspect by consolidating their understanding that each number has a value of '1 more' than the previous number. Images of the Numberblocks will be used, alongside the children's own fingers, to represent '5 and a bit' quantities, which will help to embed this key understanding.



## Week 2



### Key vocabulary:

Lent, Shrove Tuesday, Lent, pancakes, eggs, milk, flour, toppings, sugar, lemons, juice, butter, syrup, chocolate, cream, fruit.

### Key questions:

Do you like pancakes?  
What toppings do you like?  
What did Mr Wolf write on his shopping list?  
What did Mr Wolf make?  
What do we need to write on our shopping list?  
Can you write the word ...?  
What letter sounds can you hear in the word ...?  
What is the first/middle/final letter sound?  
What other sounds can you hear in the word ...?  
What else could we write on our list?  
How do you think Mr wolf felt...? Why?  
How would you feel? What would you do?

## Why do we have Pancake Day?

### Communication and language:

The children will talk to their friends about what their favourite pancake topping is. The children will talk to their peers about the events in the story Mr Wolf's pancakes and sequence the story. The children will be developing their listening and attention skills by playing a listening game where one child is 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.

### Physical Development:

The children will learn to flip and catch 'pancakes'. The children will take part in pancake races in the hall.

### Personal, Social & Emotional Development:

Through the story Mr Wolf's pancakes, the children will explore kindness and friendship. They will discuss the different characters in the story. Why might the other characters be cross with the wolf? How might the wolf feel? The children will talk about sharing and helping others.

### Literacy:

The children will listen to the story Mr Wolf's pancakes and the runaway pancake. Children will recall traditional tales linked to the characters Mr Wolf meets. They will learn and use repeated refrains in their retelling of stories. The children will follow instructions and then sequence a recipe to make pancakes. Reception children will write shopping lists and nursery children may try to write the initial sounds in words. The children will compare story of The Runaway pancake to the Gingerbread man. Nursery will be learning the sound 'n' and exploring what words start with that sound.

**Phonics:** In phonics, Reception children will be learning the sounds **ch** and **sh**. New high frequency words **he**, **she**.

Nursery children will be learning the sound n. they will practise saying the sound and hearing the sound in words, such as net. they will also be developing their phonological awareness by practising alliterations, body-percussion, counting syllables, instrumental sounds and oral blending and segmenting

### Mathematics:WK 17

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 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 need to 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. Nursery children will continue to link numerals and amounts.

Ordinal numbers, children will learn about 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, last...

The children will play 'What's the Time Mr Wolf Game', which encourages children to use time language and count the number of steps correctly. The children will have the opportunity to taste some pancakes with different toppings. In classes we will create a pictogram of the children's favourite toppings. Through the continuous provision there will be activities to support children to explore different ways of making 5 and 10, by having a certain amount of toppings on each pancake, which need to go together as a number bond to 5 or 10.

**Understanding the world:**

The children will learn how ingredients can be changed when mixed and cooked to make pancakes and know that this is an irreversible change.

**Expressive arts and design:**

The children will use percussion instruments to make the different sound effects for making pancakes. The children could think of different sounds to accompany a recipe e.g. sieving in the flour could be a tambourine and cracking in the eggs could be a wood block.

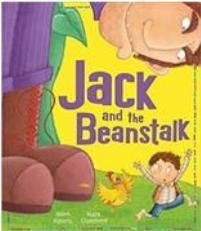
**Religious Education:**

Children will learn that Pancake day is the start of Lent and consider what people 'give up' for Lent.

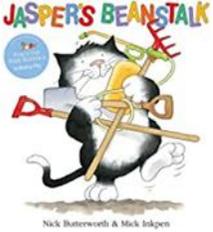
**Personal, Social & Emotional Development**

Reception children will be learning: Healthy Me! I understand that I need to exercise to keep my body healthy. (Lessons 1&2) The children will learn why is exercise is important and what happens to their bodies when they exercise?



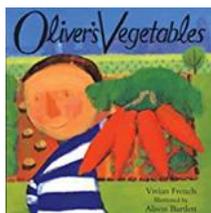
<p><b>WOW</b></p>	<p>Children arrive at school to find a big beanstalk growing up to the ceiling in their classrooms. <b>How did it get there? What's at the top of it?</b></p>
<p><b>Week 3</b></p> <p>Where does this beanstalk go to?</p> <p>Key</p>  <p>Vocabulary</p> <p>Adjectives for the giants- Kind, mean, beware, scary, frightening</p> <p>Other words than big! Huge, enormous, massive, gigantic</p>	<p><a href="#">Where does this beanstalk go to?</a></p> <p><b>Communication and language:</b> The children will learn to use expressive voices to re- enact the story of Jack and the beanstalk. The children will be introduced to how adjectives can describe characters, settings and things. They will learn other adjectives to describe big such as huge and enormous. They will also be introduced to similes such as the giant's cup was as big as a bath.</p> <p><b>Physical Development:</b> The children will explore climbing like Jack! Why do we exercise? Why is it important? What happens to our bodies when we exercise? Does anything change?</p> <p><b>Literacy</b> Read through the story and encourage children to join in with repeated refrains, talking about how we change our voice to match the character. What is this character like- are they kind or mean? How do we know? How would they talk? Why? What should we do about our beanstalk? Take ideas from the children- do we leave it? Chop it down? Send someone up it? Discuss pros/cons of each idea. The children will be shown how to write a simple letter to the giant and signs to keep people away from the beanstalk. Not all giants are scary! Read the story of The Smartest Giant in Town. Find the rhyming words in the story- can we think of anymore? Plan a new page for the story- what other types of clothing could be used to help an animal in need? E.g. a hat used as a tent.</p> <p><b>In Phonics</b> Reception children will be learning the <b>digraph sounds th &amp; ng whilst revisiting the tricky words we &amp; me.</b> Nursery children will continue to link numerals and amounts. They will be learning to compare quantities using language: more than and fewer than. They will help Jack and the giant split the magic beans fairly and equally.</p> <p>Maths – Spring block 4 Length height time</p> <p><b>Understanding the world:</b> The children will learn that plants grow from seeds.</p> <p><b>Expressive arts and design:</b> Music, Drama &amp; Dance</p>



	<p>The children will have opportunities to Develop a dance using 'In the Hall of the Mountain King' by Edvard Grieg. The gentle start to this music is perfect for Jack climbing the beanstalk and exploring the castle, whilst the change in tempo and volume works well for the arrival of the giant.</p> <p>They will tell the story using musical instruments (e.g. chime bars for climbing up and down the beanstalk, drums for the giant, rain makers for the clouds).</p> <p>The children will re-enact the story by using oversized equipment in the Mud Kitchen to transform it into a 'Giant's Kitchen'.</p> <p>RE spring into life – baby animals</p>
<p><b>Week 4</b></p> <p>How do I grow a beanstalk?</p>  <p>Key vocabulary</p> <p>First, Then, After that, Lastly/Finally</p> <p>Plant names</p>	<p><a href="#">How do I grow a beanstalk?</a></p> <p><b>Communication and language:</b></p> <p>The children will learn and use sequential language to describe the order of how the beanstalk grows- First, Then, After that, Lastly/Finally.</p> <p><b>Physical Development:</b></p> <p>The children will be encouraged to build and create beanstalks using large and small construction kits. They will learn to play the game "Beans" changing actions depending on the type of bean called out.</p> <p>This week, the children will look at how we care for plants</p> <p>PSHE Moving &amp; resting good for body</p> <p><b>Literacy</b></p> <p>Following previous work on writing letters the children could write letters to Jasper asking what he found at the top of his beanstalk.</p> <p>In addition, the children will be taught how to-</p> <ul style="list-style-type: none"><li>-Write a diary for jasper on the growth of his beanstalk.</li><li>-Add labels to the parts of a bean plant</li><li>-Write simple instructions on planting beans</li></ul> <p>In phonics Reception children will be learning the sounds <b>ai &amp; ee with the tricky words be &amp; was.</b></p> <p><b>Personal, Social &amp; Emotional Development</b></p> <p>The children will learn how to help themselves go to sleep and understand why sleep is good for them.</p> <p><b>Maths wk18</b></p>



<p>Stalk, leaf, roots, flower, petal, shoot, bean/seed, germinate</p>	<p>This week, the children 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><b>Mathematics:</b></p> <p>Nursery children will continue to link numerals and amounts. They revisit comparing quantities using language: more than and fewer than. This week they will make comparisons between objects relating to length, focusing on words such as short, long, tall and small. Children will help Jack sort the beanstalks into height order.</p> <p>In addition, the children will be introduced to the language of size using the beanstalk from the story. Grow some beanstalks as a class, then compare the heights of them using appropriate language.</p> <p><b>Understanding the world:</b></p> <p>The children will learn Show the children a variety of beans e.g. baked beans, runner beans, broad beans etc. what might happen if we plant these?! Explain if we want to grow a beanstalk we need the right kind of beans. Sequence the story by the days of the week. Model writing a matching sentence for each day.</p> <p>What did Jasper need to make his beanstalk grow? Why didn't it grow straight away? How do plants grow- what tools do we need? Plant seeds or beans with the children and keep a bean diary over the coming weeks and record as a class how tall they are growing and the changes.</p> <p><b>Expressive arts and design:</b></p> <p>The children will have opportunities to mix different shades of green to paint beanstalks. They will make observational drawings of different beans.</p> <p><b>Religious Education-</b> We will be learning that Spring is the season of new life. We will look at baby animals and guess which animal they will grow into and how seeds change and grow into plants.</p>
<p><b>Week 5</b></p>	<p><a href="#">Can I eat what I grow?</a></p> <p><b>Communication and language:</b></p>



Can I eat what I grow?

Key vocabulary  
Fruit & vegetable names  
Chop, slice, dice,

The children will express their preferences for what vegetables and fruits they like to eat and give reasons using adjectives.

**Physical Development:**

The children will cut up fruits & vegetables using safety knives under supervision. They will make a fruit kebab or simple fruit salad.

**Personal, Social & Emotional Development**

All children will talk about healthy eating and the importance of eating a balanced diet.

Children will also learn about Mothering Sunday.

**Literacy**

Read the story Oliver's vegetables. Discuss how Oliver only wanted to eat chips- is that healthy? Is there something we like to eat lots of? Why is it good to try lots of different foods? Recap the days of the week (following Jaspers Beanstalk) and match the foods he dug up on each day. Children could try a selection of the foods that Oliver pulled up from Grandpa's garden. Did you like it? What did it taste like? Have you tried it before? Which food was your favourite? What would you grow if you had a garden like grandpas?

Follow a simple recipe to make something from the story e.g. rhubarb crumble or pea soup. Can children write their own instructions using photographs taken from the activity?

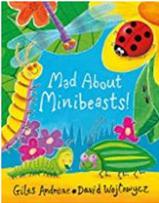
This week's Reception phonic **sounds are igh & oa with tricky words my & you**

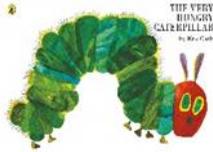
. Nursery children will be learning the sound d. They will practise saying the sound and hearing the sound in words, such as dog. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds, singing nursery rhymes and oral blending and segmenting.

**Maths wk 19**

This week, the children 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



	<p>encouraged to visualise arrangements. They will revisit making comparisons between objects relating to length. The children will be learning about 2D shapes and talk informally about their properties, for example the triangle is pointy.</p> <p>In addition, this week, the children will talk about their favourite vegetables and make a simple pictogram of the results. Through free choosing and role play the children be encouraged explore how to weigh a selection of vegetables and order them from lightest to heaviest.</p> <p><b>Understanding the world:</b> The children will plant some vegetable seeds and be encouraged them to care for and observe the plants as they grow. They will note how seeds and plants vary and look at similarities and differences. The children will learn about how different vegetables are grown such as under or above ground. They will create a mini greenhouse to use as their seeds are growing.</p> <p><b>Expressive arts and design:</b> The children will have opportunities to make some observational drawings of the different vegetables. - The work of Guiseppe Arcimboldo could be looked at to provide inspiration for the children to make arrangements of fruits and vegetables to create patterns or faces. A camera could be used to record the children's pictures.</p> <p><b>Religious Education-</b> This week the children will begin to look at signs and symbols of Easter by sorting images. The children will also be able to explain what they do at Easter time (Easter eggs, Egg hunts, Easter Bunnies etc).</p>
<p><b>Week 6</b></p> 	<p><a href="#"><u>What creeps, crawls and flies in my garden ?</u></a></p> <p><b>Communication &amp; Language</b> Children will verbalise riddles to describe creatures in the garden using adjectives and adverbs for their friends to guess.</p> <p><b>Personal, Social and Emotional development</b> All children will learn the importance of good hygiene to keep themselves well. The children will learn how some children are frightened by minibeasts. Show the children an image of a spider. Ask the children how they feel when they see a real spider. Discuss why some people may feel scared. Look at other creatures from the garden and how it makes them feel.</p> <p><b>Physical development</b></p>



What creeps, crawls & flies in my garden?

Key Vocabulary

Minibeast names

Arachnid, Insect, head, thorax, abdomen, antennae, larvae, life cycle, cocoon,

Look at ways minibeasts move around in the garden. Think about verbs such as jump, flap, scuttle and move in those ways.

### Literacy

Read riddles from Mad about Minibeasts and write their own revisiting learning of adjectives and adverbs. Children will have opportunities to make signs and labels for our bug hotel e.g spiders welcome! Beds for bugs! Etc.

Reception this week's phonic sounds are **oo as in moon & book and tricky words her they** Nursery children will be learning the sound g. They will practise saying the sound and hearing the sound in words, such as goat. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, singing nursery rhymes, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.

Nursery children will revisit 2D shapes and talk informally about their properties. They will learn about some 3D shapes, such as cubes, cuboids, cones, pyramids.

Nursery children will be focusing on patterns. They will create caterpillar patterns, for example green, yellow, green, yellow. They will begin to describe a sequence of events using first, then and after; this will be supported by the story the Very Hungry Caterpillar.

### Maths wk20

This week, the children 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. 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. Nursery children will engage in a range of Easter-themed activities linked to all the maths learnt during this half-term. They will go on an egg hunt and size order the eggs, make repeated patterns on the eggs, count the eggs and match it to the right numbered bunny and sequence events from the story.

In other maths activities children will-



	<p>-Order worms by length- use pink playdough to make worms of different length, and use cubes and rulers to measure. - Challenge the children to use 2D shapes to create different minibeast collages.</p> <p><b>Understanding of the world</b> The children will learn about the life cycle of the butterfly. We will read the story of The Very Hungry Caterpillar and sequence pictures of the caterpillars' life cycle, adding labels to show each stage. -The children will learn that insects have three parts to their body – head, thorax and abdomen, six legs, antennae to smell and feel their way around and wings to fly with. We will go on a minibeast hunt around our Early Years' garden, where might they like to hide? Divide the walk into distinct stages which focus on a different type of habitat e.g. grassy area, hedgerow, stone pile, rotting logs and old wall.</p> <p><b>Expressive arts and design</b> Through an artist study in sketchbooks the children will learn about the style of illustrator Eric Carle and create a collage of their favourite insect or minibeast by creating their own collage papers.</p> <p><b>RE</b> The children will begin to learn about the Easter story and why Easter is so important to Christians. They will learn first about Palm Sunday and the Last supper.</p>
<p><b>Week 7</b> Reflection week Easter/ Spring Show</p> 	<p>This week the children will be looking at ways to celebrate the coming of Spring and Easter.</p> <p><b>Communication &amp; Language</b> The children will perform songs and narrate to an audience for our Spring show.</p> <p><b>Personal, Social and Emotional development</b> The children will look at how they celebrate Easter in their own homes and compare this to others.</p> <p><b>Physical development</b> The children will use one handed tools to create cards and Easter crafts.</p> <p><b>Literacy</b> The children will write Easter cards for their family. Reception phonic lessons will recap the new <b>digraph &amp; trigraph sounds taught so far this term.</b> . Nursery children will be learning the sound o. They will practise saying the sound and hearing the sound in words, such as octopus. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, singing nursery rhymes, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.</p>



<p>Key vocabulary Easter, symbol, sign,</p>	<p>Maths Spring 6 explore 3d shapes</p> <p><b>Understanding of the world</b> The children will revisit the learning of life cycles, minibeasts and what plants need to grow. They will follow clues to an Easter trail.</p> <p><b>Expressive arts and design</b> The children will perform songs, dances and rhymes for different audiences from the Spring show</p> <p><b>RE</b> The children will learn about the Easter story with Jesus and his disciples. They will look again at the signs and symbols of Easter and how they represent what happened in the Bible story</p> <p>Pshe stranger danger</p>
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