

Children will be Learning to	Planning Points	Examples of how to support this and KEY VOCABULARY
	Mini Topics – Week 1 – Vegetables (Food tasting) Week 2 – Spring (World Book Day 7th March, Mother’s Day 10 th March) Week 3 – Plants/Flowers (Red Nose Day 15 th March) – Vincent Van Gogh Week 4 – Reduce/Reuse/Recycle Week 5 – Easter	
Communication and Language		
I enjoy listening to stories in a small group. I can recite some familiar rhymes by heart. I can answer simple questions about a story. I can retell some parts of a familiar story. I know 5 familiar traditional rhymes by heart and can recite these in group situations/when linked to my play. I know that to be able to follow a story I need to listen to what is happening and look at the pictures in the book/on the screen. I know some key sentences/repeated refrains from familiar stories and can recite these in my play. I know the names of 2 different flowers/plants. I know and can talk about what flowers/plants need to grow. I know that an artist is someone who paints, collages, makes sculptures as their job. I know that Vincent Van Gogh was an artist a long time ago and one of his most famous paintings was called Sunflowers.	Key Vocabulary - Season, Spring, seed, plant, daffodil, sunflower, water, sun, shade, air, recycle, artist, Easter, Role Play – Garden centre outside (email Dobbies/text or Dojo parents for signs etc.) Introduction of Karaoke Friday – can the children sing familiar songs by heart? Which songs are they not sure of? World Book Day – 7th March Red Nose Day – 15th March Bedtime Story evening – Tuesday 26th March Enrichment texts – repeated refrains Vincent Van Gogh – very famous artist who lived a very long time ago. One of his most famous paintings was titled ‘Sunflowers’ – 14 sunflowers in a vase. He painted it to hang in the house he was living in, in France. He painted approx. 2100 paintings. His paintings are special because he used individual paint strokes – you could see each time he put the paint brush on the canvas. Before being an artist, he was a teacher and a shop assistant.	Model language that promotes thinking and challenges children: “I can see that’s empty – I wonder what happened to the snail that used to be in that shell?” Expand on children’s phrases. For example, if a child says, “going out shop”, you could reply: “Yes, Henna is going to the shop”. As well as adding language, add new ideas. For example: “I wonder if they’ll get the 26 bus?” Help children to elaborate on how they are feeling: “You look sad. Are you upset because Jasmin doesn’t want to do the same thing as you?” Children may use ungrammatical forms like ‘I swimmied’. Instead of correcting them, recast what the child said. For example: “How lovely that you swam in the sea on holiday”.
Personal, Social and Emotional Development		
I can talk about myself and what I am doing. I can confidently try new things. I am becoming more focused in small groups. I am beginning to identify and name emotions. I can dress myself independently with encouragement. I know the rules in nursery without needing to be reminded by an adult. I know how to dress myself when an adult supports me to say what I need to do next. I know how to talk about myself in positive terms and I can say some things that my friends like about me.	Big focus on emotions, how do you feel? Look at Receptions ‘The Colour Monster’ emotions display board to use in Nursery. Focus on self-help skills – coats, socks/shoes, toileting etc. Encouraging the children to get themselves dressed if they have been changed etc. Why do we need to look after the earth? Relate back to last terms book – Love Our Earth and One Day On Our Blue Planet.	Involve children in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children’s fascination with space. Support children to carry out decisions, respecting the wishes of the rest of the group. Further resource and enrich children’s play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide items that reflect different ethnicities, such as combs and brushes etc. to stimulate pretend play around their interests. Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a tooth brushing programme. Talk to children about why it’s important to wash

I know that it is important to look after the Earth and our own community.		their hands carefully and throughout the day, including before they eat and after they've used the toilet.
Physical Development		
I am beginning to use climbing equipment with some confidence when supported by an adult. I can use one handed tools such as a paintbrush and play dough cutters. I am beginning to form anticlockwise movements. I know that the pencil needs to be held comfortably and with one hand to form letters, numbers and draw. I know how to use one handed tools effectively. I know how to follow a simple sequence of movements to music and rhythm. I know that it is important that I brush my teeth twice a day.	Outdoor Focus - Climbing steps, climbing wall on the fort – Balancing beams etc. in Quad. - Dancing to music, rhythm and following specific moves – Mrs Bunny Dough Disco intervention – using Shonette Bason-Wood (Spread the happiness) on YouTube. Post the Dough Disco for Parents video to Dojo.	Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along. Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it
Literacy		
I can join in with repetitive phrases in simple rhymes and stories. I can demonstrate a sense of rhythm and can keep the beat when clapping and marching to rhymes. I enjoy story time and can talk about stories I have heard. I know how to describe the marks I have made. I know how to make my own beat. I enjoy rhyming stories and know some words that rhyme (e.g. bat and cat)	Twinkl Phonics – Animals Week 19 – Farm Week 20 – Jungle Animals Week 21 – Under the Sea Week 22 – Minibeasts Week 23 – Arctic Animals Key Texts Week 1 – Lift and look fruit and veg Week 2 – Seasons Week 3 – Jack and the beanstalk Week 4 – Daisy eat your peas! Week 5 – The Little Red Hen Enrichment Texts -Bugs, bees and buzzy creatures -Farm Animals -Forest Life and Woodland Creatures -Rainforest -Trees -How Flowers Grow -Over and Under the Pond -The Very Hungry Caterpillar	Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word. Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'. Choose books which reflect diversity. Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.
Mathematics		
I can recognise when there are more and less when comparing amounts. I can subitise up to 3. I can recognise numerals up to 6 and can read the numerals 0-3. I can identify some shapes by name.	Master the Curriculum Maths Number 6, Introduce 10 frame, Height & Length • Tall and short • Long and short • Tall/long and short Mass Relate to books 3 little pigs goldilocks, Capacity	Point to small groups of two or three objects: "Look, there are two!" Occasionally ask children how many there are in a small set of two or three. Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns. Count things and then

I know how to recognise and identify numbers 3-6. I know how to sort 2 items by length, height, mass and capacity. I know how to compare 2 items by length, height, mass and capacity and use language related to this (i.e. long, short, heavy, light etc.)	Revamp the Maths area – Scales, compare bears, different lengths of wool, rulers, cubes, logic shapes.	repeat the last number. For example: “1, 2, 3 – 3 cars”. Point out the number of things whenever possible; so, rather than just ‘chairs’, ‘apples’ or ‘children’, say ‘two chairs’, ‘three apples’, ‘four children’. Ask children to get you several things and emphasise the total number in your conversation with the child.
Understanding of the world		
I notice and talk about what I can see in the natural world. I am starting to ask questions to find out more. I am building up my knowledge about living things and the names of different plants. I know that living beings follow a similar growth pattern and make comparisons. I know about who celebrates Easter and what is its significance. I know that we all live on a planet called Earth. I know that we need to look after Earth by recycling what we use. I know what plants need to grow (light, water, soil, space)	Science Week – 8th March – 17th March Ramadan (Muslim religious holiday involving fasting, praying and being around loved ones) – 10th March – 8th April Planting – sunflowers inside, carrots outside. Need – compost, pots, seeds. What do plants need to grow? What do humans need to grow? Use song – ‘Here we go round the mulberry bush’ (This is the way we...) What is recycling? Put a new sign on the recycling bin and introduce to children at singing time. Curiosity box – fruit to start with, then change to damp paper towel inside a jam jar, fill jar with cotton wool, put a broad bean in between the kitchen towel and the side of the jar (keep paper towel damp) – what might it grow into? Recapping half term – Can the children remember what they did? Easter – Why do we celebrate Easter?	Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards. Show and explain the concepts of growth, change and decay with natural materials. Suggestions: • plant seeds and bulbs so children observe growth and decay over time • observe an apple core going brown and mouldy over time. Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things. Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.
Expressive Arts and Design		
I am more confident to talk about what I am doing. I can now add facial features to a person when I am drawing. I enjoy building structures and models and show a growing imagination in what I create. I can use ICT to experiment with making marks and exploring colour. I can explore different materials when creating stick puppets to use in role play. I know how to safely make marks on the IWB. I know how to describe the texture of things using words such as bumpy, soft, hard, sticky, smooth etc. I know that when I am drawing pictures of people they need to include eyes, a nose and a mouth.	Easter Assembly – Mrs Bunny (Lyrics in singing folder) Introduce tools to the creative area – scissors out to be accessed, small hammers etc. Introduction of ICT in the singing room – rules (who can touch the controls etc.), how to use the board etc. Stick puppets – Jack and the beanstalk. Introduction of different materials to the craft area – different textures etc. One day per week free choice/found material modelling.	Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line