

Children will be Learning to	Planning Points	Examples of how to support this and KEY VOCABULARY
	Mini Topics – Week 1 – Ramadan/Diversity Week 2 – Life cycles/St Georges Day (23 rd April) - caterpillars Week 3 – Pets Week 4 – Farm animals/farming (Monday 6 th May BH) Week 5 – Animal Babies Week 6 – Jungle Animals	
Communication and Language		
I can engage in conversation with both my peers and adults. I can ask questions of others. I can use a range of vocabulary in different contexts. I can use plurals and tenses correctly. I know how to keep the conversation going with an adult or peer (using connectives such as ‘and’, ‘because’ etc.) I know how to ask a range of questions to further my knowledge. I know that when there is more than 1 object the word I use changes (i.e. duck – ducks, goose-geese) I know that when something is in the past or future the word I use to describe it changes (i.e. swim – swam – swimming) I know and can talk about what animals need to live. I know that a baby pig is called a piglet, a baby cow is a calf, and a baby sheep is a lamb.	Key Vocabulary – Piglet, calf, lamb, different, same, pattern, pet, food, water, shelter, air, Ramadan, jungle, Role Play – Leisure Centre – football net, basketball net, balance beam etc. (Quad), Vets (where building yard currently is), Farm Shop – blue house. Baking – Sponge buns – focus on remembering what they learnt last term in Maths – mass and capacity.	Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from ‘The Gruffalo’ include: ‘stroll’, ‘roasted’, ‘knobbly’, ‘wart’ and ‘feast’. 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”. When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.
Personal, Social and Emotional Development		
I am beginning to have friends in nursery. I am beginning to take turns and share with other children. I am developing my understanding of emotions. I am able to regulate my own behaviour most of the time. I am aware of how my behaviour can affect others. I know who my friends are in Nursery and that sometimes we will play what	Focus on Kindness Jar, ‘Caught you being kind’ cards and Proud Cloud. Restock Calm Corner box. Lollypop decisions (British Values) – each child has a lollypop with their face on, use to make decisions about songs/rewards/toys etc. Introduction of the caterpillars and how to look after them.	Respond to children’s increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. One example of this might be starting the year with light hammers, plastic golf tees and playdough. This equipment will offer children a safe experience of hammering. Wait until the children are ready to follow instructions and use tools safely. Then you could introduce hammers with short handles, nails with large heads, and soft blocks of wood. Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving. Invite trusted people into the setting to talk about and show the work they do.

I decide and sometimes we will play what my friend decides. I know that I need to take turns in Nursery and wait for my friends to finish before it is my turn. I know how to describe how I am feeling in simple terms (happy, sad) but may not know why. I know how to make good choices with my behaviour and that if I am feeling unhappy, angry or sad I can access the Calm Corner. I know that I have to be kind to animals. I know how to look after animals.		Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"
Physical Development		
I am beginning to trace vertical lines. I am able to coordinate my body with some precision. I have started to use 2 hands together when cutting and threading (e.g. one hand on the paper, one on the scissors). I know how to avoid obstacles whilst running, riding a scooter/bike etc. I know how to throw a ball and catch it again. I know how to play with my peers in a team. I know that it is important that I brush my teeth twice a day.	Dough Disco intervention – using Shonette Bason-Wood (Spread the happiness) on YouTube. Post the Dough Disco for Parents video to Dojo. Threading focus in the 'funky fingers' area. Large playground – throwing/catching/rolling a ball, avoiding obstacles whilst moving around.	Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest or Beach school. Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow. The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.
Literacy		
I can recognise my name from a choice of two. I enjoy drawing and can talk in detail about what I have drawn. I can retell a simple story using vocabulary and visual clues. I know how to copy and keep a simple beat. I know how to clap syllables to short words.	<u>Twinkl Phonics – Places to Visit</u> Week 25- Seaside Week 26- Park Week 27 – Shopping Centre Week 28 – In The Woods Week 29 – Cafe Week 30 – Garden Centre <u>Key Texts</u> Week 1 – Ramadan/ A good place Week 2 –The Woolly Bear Caterpillar Week 3 – Lulu gets a cat	Choose books which reflect diversity. Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames.

I know how to move my mouth to make different sounds. I know some of the noises animals make and can copy them with some accuracy.	Week 4 – Who is in the egg? Week 5 – Find out about animal babies Week 6 – Owl Babies <u>Enrichment Texts</u> -Tadpoles and Frogs -Caterpillars and Butterflies -Bugs -Bees and Wasps -Spot visits the farm	
Mathematics		
I can use mathematical language to talk about and compare size and shape. I know how to identify more than and few than when sorting a range of objects. I know how to identify and name the 4 basic 2d shapes. I know how to identify and name the 4 basic 3d shapes. I know how to identify opposites and can use this in my play/language. I know how to use positional language appropriately in my play.	<u>Master the Curriculum Maths</u> Sequencing, Positional Language, More than/fewer than Shape – 2D Revisit pattern from Autumn Shape – 3D Revisit pattern from Autumn Introduction of maths in the outdoor area - range of natural materials near the shed to count/sort etc. 3d/2d shapes added to maths area indoors, comparison of size/shape.	Use small numbers to manage the learning environment. Suggestions: have a pot labelled ‘5 pencils’ or a crate for ‘3 trucks’. Draw children’s attention to these throughout the session and especially at tidy-up time: “How many pencils should be in this pot?” or “How many have we got?” etc. Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters. Sensitively support and discuss questions like: “What is the same and what is different?” Encourage children to talk informally about shape properties using words like ‘sharp corner’, ‘pointy’ or ‘curvy’. Talk about shapes as you play with them: “We need a piece with a straight edge.” Provide experiences of size changes. Suggestions: “Can you make a puddle larger?”, “When you squeeze a sponge, does it stay small?”, “What happens when you stretch dough, or elastic?” Talk with children about their everyday ways of comparing size, length, weight and capacity. Model more specific techniques, such as lining up ends of lengths and straightening ribbons, discussing accuracy: “Is it exactly...?”
Understanding of the world		
I am building up my knowledge about living things and the names of different animals. I am developing my awareness of significant historical events in my own life. I listen carefully with interest to stories about different places and can recall some simple facts. I know that different creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild	Outdoor Learning Day – 16th May - Focus on signs of Spring. Curiosity box – Caterpillars initially – what will they grow into? Lifecycle of people – ask for baby photos to display and see if children can work out who they are. Farm shop – in the blue house outside – which food comes from an animal, which food is made by a person?	Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes. Practitioners can create books and displays about children’s families around the world, or holidays they have been on. Encourage children to talk about each other’s families and ask questions. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.

animals can be dangerous so we have to be careful. I know that wild animals live in forests/jungles/safari and sometimes zoo's or aquariums. I know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. I know the names of some baby farm animals.		
Expressive Arts and Design		
I know a number of songs and rhymes and will join in during singing time. I can use my imagination and confidence to try new techniques and experiment with different materials. I make independent choices about the resources I need and can talk about my creations. My drawings are detailed and contain a range of different shapes and lines. I know that I can use a range of different media to create art. I know that I can change my voice whilst acting out stories to create a dramatic effect. I know the routine of the creative area – drying rack, aprons, displays etc. I know I use one paint brush at a time when I am painting. I know to put the creative resources back when I have finished using them. I know that when it is singing time I can join in using an appropriate volume.	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. Expand the choices of media in the creative area. Put the recording microphones in the music area to record their voices/instruments. Change the instruments over on rotation.	Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. Clap or tap to the pulse of songs or music and encourage children to do this. Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting