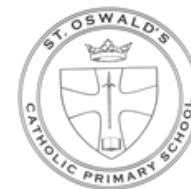


St Oswald's Primary School EYFS Planning 2023-2024



Medium Term Planning

Term: Spring 2

Date: February 2024 – March 2024

Theme / Topic: Growing

(Other events: World Book Day, Bobby Collieran road Safety Day, Come Read With Me Week, Mother's Day, Easter Events, Parent's Meetings, WellComm Assessments)

Big Questions: What is a farm? Who and what will you see at the farm? How do things grow? How do we care for living things?

Year Group:	Nursery	
Focus of Learning / linked to topics: This topic provides the children with the opportunity to learn more about the natural environment and living things. The children will take part in a spring walk and observe the signs of spring and new life in the school environment. Children will be encouraged to talk about their observations and make links to prior knowledge. They will learn about how things grow and what is needed for this to happen. Children will have the opportunity to plant seeds and care for growing plants, observing changes as they grow. They will create movements for "growing" through dance, linking actions to music and learn actions for songs such as "dingle dangle scarecrow". They will also learn songs related to growth and new life. Children will have the opportunity to look at how they have grown and changed and will sequence pictures and events. Children will explore the changes that occur in the lifecycle of hatching animals and develop a growing understanding of the need to respect and care for the natural environment and all living things. This topic also provides the children with the opportunity to learn about farms. They will learn about the different animals that live on farms. We will find out about the Farmer and what his/her job involves. The children will explore where some of our food comes from and will learn about crops that may be grown on the farm. In dance children will explore movements and actions through songs such as		Prior Learning / linked to topics: This topic is linked closely to our RE Come and See work and is always a topic that the children enjoy. Prior to this children have learnt about growing things in the garden when working with the gardener and we have also looked briefly at changes in ourselves as we grow from babies when we have looked at the welcome topic in RE.
Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)		
<u>Prime Areas:</u>		

<p><u>Personal, Social and Emotional Development</u></p> <p>Self-Regulation</p> <ul style="list-style-type: none"> To be able to select activities from a number of resources from the nursery environment. <p>Managing Self</p> <ul style="list-style-type: none"> To begin to try some healthy foods they might not have tried before. To continue to develop their understanding of how to stay safe near roads. (Wear Blue for Bobby day) <p>Building Relationships</p> <ul style="list-style-type: none"> To play in a small group of children sharing their own ideas. 	<p><u>Key vocab / key questions:</u></p> <p>Friends, Share, rules, well done, my turn, your turn, kind hands, kind words, hello, name, welcome, goodbye, see you tomorrow, can you?</p> <p>How are you today?</p> <p>What would you like to play with?</p> <p>Who are you playing with today?</p> <p>What is your name?</p> <p>What are your friends' names?</p> <p>Can you take turns?</p> <p>Whose turn is it next?</p> <p>How can we be kind to our friends?</p> <p>What does it smell like?</p> <p>What does it taste like?</p>
<p><u>Communication and Language</u></p> <p>Listening and Attention</p> <ul style="list-style-type: none"> To be able to talk about some characters and plots. To begin to understand 'why' questions <p>Speaking</p> <ul style="list-style-type: none"> To be able to talk in longer sentences up to 6 words. Use talk to organise themselves and their play. To learn and use new vocabulary relating to the topic. 	<p><u>Key vocab / key questions:</u></p> <p>Carpet time, tidy up time, stop, listen, good sitting, good looking, good listening, under, on top, behind, next to, why, how, rhyme, sounds the same, next, then, spring, signs, grow, shoot, blossom, buds, eggs, seeds, bulbs, grow, care, feed, water, cow, pig, sheep, horse, chicken, lamb, goat, dog, cat.</p> <p>Can you listen to your friends?</p> <p>Whose turn is it to talk?</p> <p>Why do you think that?</p> <p>How did that happen?</p> <p>Why did that happen?</p> <p>How do you?</p> <p>Can you tell me what you think will happen next?</p> <p>Can you tell me what happened?</p>
<p><u>Physical</u></p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> To be able to ride a trike using pedals for a short period of time. To begin to understand and copy instructions in games such as 'walk', 'run', 'jump' and 'hop'. Begin to play some team games in adult directed activities. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> To be increasingly independent with dressing. For example, pulling up zips on coats, when started by an adult. To be able to manipulate dough using small rollers, cutters and stamps. 	<p><u>Key vocab / key questions:</u></p> <p>Pinch, hold, balance, catch, throw, toilet, try, arms in, pull, be careful, like this, zip, button, hood, arms.</p> <p>Do you need to go to the toilet? Have a try.</p> <p>Can you pinch the pencil like this?</p> <p>Can you copy this letter?</p> <p>Can you catch?</p> <p>Can you put your coat on?</p> <p>Can you hold scissors carefully?</p> <p>What could we do now?</p> <p>How can we join...?</p>

<ul style="list-style-type: none"> To continue to develop fine motor skills through a range of activities such as picking up small objects, threading pasta onto string, small construction sets such as Lego and jigsaw puzzles. 	<p>Where does this go? How does it work?</p>
<p><u>Specific</u></p>	
<p><u>Literacy</u></p> <p>Comprehension</p> <ul style="list-style-type: none"> To explore non-fiction books. To explore printed instructions and information. <p>Word Reading</p> <ul style="list-style-type: none"> To be able to correctly pronounce some phonemes. To self-register at nursery using their initial sound name card. To understand the concept of a word knowing that some words are longer than others and how there is always a space before and after a word. <p>Writing</p> <ul style="list-style-type: none"> To begin to attempt writing familiar letters. E.g. letters in their name. To give purpose to their mark making. E.g. explaining what they have drawn or written on a shopping list, a card or a simple home-made book. 	<p><u>Key vocab / key questions:</u></p> <p>Good sitting, good looking, good listening, beginning, middle, end, draw, picture, hear, say, sound, begins with, short word, long word.</p> <p>What could this book be about? What does the cover tell us? What do you think will happen next? Can you remember what happened at the beginning? Can you tell me about your picture? What does it say? What does it begin with? I wonder if anyone knows what this word means?</p>
<p><u>Mathematics</u></p> <p>Numbers</p> <ul style="list-style-type: none"> To recognise numerals 1-5. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Recite numbers forwards and backwards within 5. To begin to talk about properties of 2d shapes using the vocabulary 'sides', 'corners', 'straight', 'flat', and 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. To develop vocabulary related to time such as; today, yesterday and tomorrow. 	<p><u>Key vocab / key questions:</u></p> <p>Count, 1, 2, 3, 4, 5, listen, one more, one less, all together, big, small, shape, same, round, tall, long, short, length, height, time, soon, next, now, then, triangle, square, circle, rectangle, hexagon, pentagon, heart, diamond, corners, straight, flat, round.</p> <p>What comes next? Can you count the...? What number comes next? What number is one less? How many are there altogether? Tell me about this, what shape is it? What does it look like? Which flower is the tallest? What did we do yesterday? What will we be doing tomorrow?</p>

	What day is it today? What day was it yesterday? What day will it be tomorrow?
<u>Understanding the World</u> Past and Present <ul style="list-style-type: none"> To observe plants growing over time and talk about the stages observed, using words such as; first, next and finally. To observe the life cycle of a duckling and verbally order events. People, Cultures and Communities. <ul style="list-style-type: none"> Begin to show an interest in different occupations. E.g. Farmer, vet. The World <ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. To observe and talk about the lifecycle of a duck. Begin to understand the need to respect and care for the natural environment and all living things. 	<u>Key vocab / key questions:</u> Spring, farm, pond, water, swim, egg, ducks, change, time, hatch, grow, care, look after, carefully, pattern, change, different, switch, press, search, first, next, finally. What can you tell me about ducklings? What can you tell me about planting seeds/bulbs? How do we help them to grow? What can you tell me about looking after animals? What does the Farmer do? How do we look after the seed/plant/ducklings? What happened next? What did we do first? What do you think will happen next?
<u>Expressive Arts and Design</u> Creating with Materials <ul style="list-style-type: none"> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different materials freely, to develop their ideas about how to use them and what to make. Being Imaginative and Expressive <ul style="list-style-type: none"> Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Explore a range of musical instruments and sounds. Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, and within role play. 	<u>Key vocab / key questions:</u> Build, space, fence, gate, pen, draw, paint, make, play, pretend, feels like, looks like, colour, story, play. What does it sound like? Is it a loud sound or a quiet sound? How can you change the sound? What are you going to build? Tell me about your building? What are you drawing? Tell me about... Who are you pretending to be? Can I play? What happened? Let's pretend
<u>Safe Messages</u> A1, A2, A3, A8,B1, B2, B6, C2, C10, D1, D2, H2, I1, I2, I4.	

Topic Resources:

Spring books and photos, bulbs and seeds, ducklings hatching programme, school garden.