

## UMBRELLA TOPIC: WEATHER & SEASONS

### SPRING 1: FOOD GLORIOUS FOOD!

#### Intent

Children will learn about different kinds of foods, including some that they are familiar with and some that they are not. They will engage their senses by touching, feeling, smelling and tasting food. They will begin to observe how foods change as they are cooked, chopped or mixed. They will begin to understand how food is important to our health, knowing that some foods can be special or a treat and that some foods we should have regularly. Children will begin to demonstrate good table manners, and will learn about how other cultures come together to share food.



## WHAT WE'RE WORKING TOWARDS

### PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

We are aware of the Nursery expectations, including following adult instructions, waiting our turn most of the time and reflecting positive adult behaviours in our play. We show increasing consideration of others' needs and, with support, can resolve strong emotions. We can use the toilet independently.

### COMMUNICATION & LANGUAGE

We have developed our knowledge of prepositions, learning words like 'behind' and 'beside'. We also use colour, number and time-related words. We practice applying new language and our vocabulary reflects our experiences.

### PHYSICAL DEVELOPMENT

We have been running and moving around our outdoor area and are learning how to stop or move around if something is in the way. We are developing our preference for our left or right hand when holding things like a pen, paintbrush or scissors. We practice using smaller items like cotton buds or tweezers with increasing control.

### LITERACY

We listen and respond to stories together, choosing our own books and seeking out adults to share favourite stories. We still notice print in the environment, including recognising some familiar signs or logos and beginning to distinguish between similar letter shapes and sounds in words. We are developing our mark making, and beginning to be aware that writing 'says' something. We try to write our own names.

### MATHS

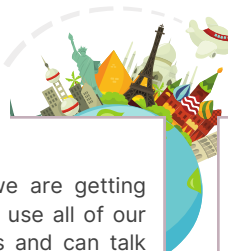
We have been learning to see the number three in different ways and recognise it without counting (subitising). We can recite numbers to 5 in order, sing songs like 'Five Little Speckled Frogs', make comparisons between quantities and use prepositions like 'behind' and 'in front'.

### UNDERSTANDING THE WORLD

We understand that we used to be babies and we are getting bigger every day. We explore how things work. We use all of our senses in hands-on exploration of natural materials and can talk about what we see.

### EXPRESSIVE ARTS & DESIGN

We make up our own songs and improvise with songs we know. We also respond to what we hear, expressing our thoughts and feelings. We are learning to mix paint and how to make new colours. We make things with reclaimed materials (for example, junk modelling).



## UMBRELLA TOPIC: WEATHER & SEASONS

### SPRING 2: TRADITIONAL TALES

#### Intent

Children will read and role play a range of traditional tales. They will recall and join in with stories as they become familiar. They will use their understanding of these stories and vocabulary from them in their imaginative play. This will foster a love of reading and enable children to begin to develop their own preferences with texts. Children will have the opportunity to use their knowledge of these stories in their mark making, including drawing and painting.



### WHAT WE'RE WORKING TOWARDS

#### PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

We initiate short to and fro conversations with others. We are starting to be assertive, including understanding negotiation. We are beginning to consider the needs of others, responding to their feelings through our understanding of their needs and emotions. We are increasingly able to take risks in learning, including trying some new foods with encouragement.

#### COMMUNICATION & LANGUAGE

We listen to and join in with familiar rhymes and stories, anticipating key events. We also use our understanding of stories in our imaginative play. We apply new vocabulary and language we hear and are practising using a range of tenses correctly.



#### PHYSICAL DEVELOPMENT

We are developing our writing, beginning to form some recognisable letters. We are still developing our gross motor skills and are practising catching a large ball.

#### LITERACY

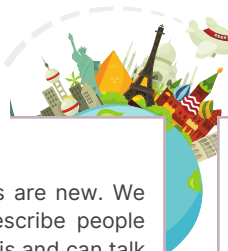
We still enjoy a range of books, relating our own experiences to them and enjoying humour in stories. With support, we are beginning to ask questions and seek answers to them (for example, looking at websites and non-fiction books). We are practising distinguishing between and matching some letter names and sounds in games. We include writing like marks in our play and are beginning to form individual symbols to represent writing rather than continuous squiggly lines.

#### MATHS

We are learning to separate groups of objects in different ways. We are also practising our counting, and know that the last number reached when counting a small set is the total. We show finger numbers up to five and are starting to recognise numerals up to five. We use words like 'more', 'lots', 'less' and 'fewer' to compare two amounts. We are also developing our understanding of numerical patterns, including creating an ABAB pattern, describing a familiar route and starting to sequence events using words like 'first' and 'then'.

#### UNDERSTANDING THE WORLD

We know that some things are old and some things are new. We can measure time in sleeps. We can name and describe people who are familiar to use. We know what a celebration is and can talk about some of the things our family celebrates. We know that some things are alive and need to be looked after.



#### EXPRESSIVE ARTS & DESIGN

We express our thoughts in drawing and painting. We learn to use body percussion and instruments to follow simple rhythms in familiar songs. We make imaginative small worlds with blocks or other construction and can use a range of construction materials. We also learn how to join different materials and explore different textures.