

Spring T2	Week 7-27/2/23	Week 8- 6/3/23	Week 9- 13/3/23	Week 10- 20/3/23	Week 11-27/3/23	Easter- 3/4/23	Easter-10/4/23
Goal 1- Become a confident communicator							
<u>I will learn to:</u> <ul style="list-style-type: none"> • Enjoy listening to stories. • Switch my attention between speaker and task. • Understand questions or instructions with two parts. • Begin to understand how and why questions • Have an awareness of time in relation to past, present and future. • Use sentences of 4 – 6 words/signs. • Use future and past tense (may still struggle with irregular e.g., ran, swam). • Use talk or sign to recall events, tell longer stories and sing songs 				<p>Children have a better understanding of my turn, your turn when holding a conversation although adult support and modelling will still be required.</p> <p>As they start to understand jokes, they may tell them regularly to try and get a laugh. These will often not make sense but will follow the conventions of a joke e.g., ‘knock, knock’.</p> <p>Children will talk about the past, present and future but may sometimes use the wrong word ‘We runned round the playground.’</p>			
L&A	<ul style="list-style-type: none"> • Teach children to follow the nursery rules and display good listening. • Support them to follow and join in with Together time and group time activities. • Teach and support children to listen during transition times-Bell and 10 little fingers to stop and listen • Support children to join in with the actions and words of songs. Invite them to talk about who and what they see. Model talking. Extend talking. • Daily story time as well as sharing books throughout the session. Core books, key text, rhymes and songs. • 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. • Talk about the vocabulary in core books and key text- Little Red Riding Hood, Chicken Licken and Jack and the Beanstalk • Activities planned around core texts- Little Red Riding Hood, Chicken Licken and Jack and the Beanstalk • Outdoor play themed around Core books might lead to the children creating their own stories and inventing their own rhymes. May also lead to engaged role play together • Provide children with a rich language environment by sharing books and activities with them. • Shared book reading. • Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: “Excuse me, I’m very hungry. Do you think I could have tea with you?” • Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions. • Use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. • 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. • 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?” • 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?” • Use open-ended questions like “I wonder what would happen if...?” encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc. Using who, what, why, when and how questions • 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?” • Use phonics throughout the day. For example, at the snack table bbb, banana, aaa, apple. Singing at the snack table or washing hands or putting coats on. Listening moments • Talking to the children about their lives, what they did at the weekend, favourite food when at the snack table etc. • Talking out loud as we do something providing a commentary, modelling thought processes and language. • Library and Travelling bear 						
Speaking							
Understanding							

Goal 2- Form positive relationships and have empathy for others

I will learn to:

- Play co-operatively
- Recognise a greater range of emotions for myself and my peers
- Begin to use assertiveness skills.
- Turn to a range of adults for support and interaction.
- Begin to accept conventions such as saying sorry, making amends

Children learn to play more collaboratively over longer periods of time. They begin to talk about what they are doing and share their ideas with others. They may praise peers for their efforts. They often have one to two special friends. Through adult modelling, children begin to try assertiveness techniques such as how to say no, ways to take turns and how to ask for what they want.

Building relationships

- Welcoming new children. Discussing how we can help the new children. Remember being new at nursery, how did it feel? What would be helpful and kind?
- Playing games with one friend and an adult, then 2 friends and an adult, then 3 friends and an adult. Play in a group with an adult, play together without an adult in a pair or more.
- Talking about our likes and dislikes. Knowing that it's ok to have similarities and differences. Use timers and count down spots.
- Play games such as Sandy girl, bug in the rug, Mrs Macaroni, who rang the bell? Who is behind me? Who stole the cookies from the cookie Jar?is walking around the ring. Hello goodbye songs.
- **Using puppets/teddies to model social situations. For example, two puppets fighting over a toy. The puppets being sad, why are they sad? What could they do? Get suggestions from children.**
- **Use a bear to indicate who is speaking during small group sessions to help children practice the skill of listening to each other.**
- **When managing conflict resolution help children see the consequences of their actions to support learning. For example, "You knocked Sophie down. She bumped her elbow. Look, she's crying. I know you didn't mean to hurt her, but what do you think you can do to help her feel better?" Have the child who caused the accident, whether intentional or not, ask the hurt child if he or she wants a hug, an ice pack or something else. Understanding the consequences of their actions and helping to fix the situation are two key elements in helping children develop empathy for others.**
- **Modelling saying sorry to others and talking about ways we can say sorry- walk up to them, look at them and say sorry; shake hands; fist bump or hug; draw a picture or make**

Goal 3- Feel self-confident with high self-esteem and able to communicate our needs and wishes

<p>I will learn to:</p> <ul style="list-style-type: none"> • Have a good balance between dependence and independence in my play. • Wait for a short time for a turn. • Show a willingness to take on a challenge and solve a problem. • Work with another child independently. • Work in small groups with support. • Take pride in their achievements, showing intrinsic reward. 	<p>Children enjoy playing with others as well as playing alone or alongside at times. You may see some of the two-year-old stubbornness return and they may choose to do the wrong thing on purpose at times.</p> <p>Active learning-Motivation Being involved and concentrating Keep on trying Enjoying achieving what they set out to do</p>
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<p>Self-regulation</p>	<ul style="list-style-type: none"> • Pass the face- Copy somebody's expression. Naming emotions. What makes you happy, sad, excited etc. • What has made you happy at nursery today? What has made you sad? What can we do to help? • Playing with emotion toys and games. • Reading stories linked to emotions • Welcoming new children. Discussing how we can help the new children. Remember being new at nursery, how did it feel? What would be helpful and kind? • Playing games with one friend and an adult, then 2 friends and an adult, then 3 friends and an adult. Play in a group with an adult, play together without an adult in a pair or more. • Talking about our likes and dislikes. Knowing that it's ok to have similarities and differences. Use timers and count down spots. • Play games such as Sandy girl, bug in the rug, Mrs Macaroni, who rang the bell? Who is behind me? Who stole the cookies from the cookie Jar?is walking around the ring. Hello goodbye songs. • Using puppets/teddies to model social situations. For example, two puppets fighting over a toy. The puppets being sad, why are they sad? What could they do? Get suggestions from children. • Use a bear to indicate who is speaking during small group sessions to help children practice the skill of listening to each other. • Tasting activities and tally charts • Use strategies like breathing bear (squeeze and breathe deeply in and out) and blowing the candles out – using five fingers as candles, and any other calming strategies. Children need teaching how to calm themselves. • Teach assertiveness skills like how to ask for a turn or what you want, how and when to say no, finding something to swap a toy with, what to do if someone hurts you or upsets you. • Use social stories to support wherever possible
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<p>Play sandy girl Bug in a rug</p>	<p>Introduce 'Who stole the cookies from the cookie jar</p>	<p>Introduce 'walking around the ring' game Who is behind me?</p>	<p>Introduce 'Kim's Game' Choose favourite game to play via vote...</p>
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Goal 4-Show love, respect and care for our local community

I will learn To:

- Offer to take on a role/responsibility within our nursery/local community.
- Show increased pride in the things that they do and talk about caring for people/things/environment.
- Practise and do the same task over and over again to show how much they care for something.
- Know some similarities, differences, patterns and change in relation to people.
- Experience aspects of different cultures through families at nursery.

Children start to show more interest in their local community from places they walk to things they see. They begin to make more connections between our Eco schools work and the local community. They understand how we care for our environment and our animals and they enjoy the opportunity to do this regularly.

People and communities

- Using free choice trolleys and drawers, modelling how to use, where to put and find things. Put items on the carpet. Where do they belong? Who can put them away? Who can find it?
- Snack- Children to collect and tidy their own pot. Model this. Model counting out fruit and putting it on plate. 'I hear crunching rhyme' and initial sounds in fruit name 'aaa apple'. Talk about what fruit looks and tastes like. Favourite fruit/veg/food. Where does the fruit grow? Make a face with the fruit.
- Wow moments. Acknowledging the good in others during play...'I like the way that', 'look at their model'. Show and tell, celebrating children's work.
- Tidy up time- Discussing the importance of all helping to keep nursery tidy, welcoming and ready to play. Tidy up champion. (Tidy up teams?)
- Polite words. Please, thank you, sorry, excuse me, pardon
- **Roleplay, such as shops, doctors, dentist, hospital, hairdressers, police etc.**
- **Trips to the shops, allotments, library.**
- **Bus trips**
- **Noticing and celebrating similarities and differences**
- **Eco-schools, forest school, community events, family events**

World Book Day-2/3/22-

Parents/Carers invited in to share stories.
 Dress up as favourite character,
 Bring in a book to share
 Trip to library with parents
 David/Roo to read
 Library Reader?
 New books are out for children to look at. Talking about how to look after them! Wrap them?
 Making books
 Rewriting books using different characters
 Audio books?
 Signs to read
 Information books
 Magazines, newspapers

13/3/23- Let's Construct Week

15/3/23- Bluebells farm trip
 Red Nose Day- 18/3/22-
 No Lights Day 25/3/22 @Central
 No Lights Day and Bake Sale week 28/3/22 @Ashgate –
 Learn about other sources of light/ saving energy and money/ Dark Disco, raise money to sponsor an animal

27/3/23- Bluebells farm trip

Easter Egg Hunt
 Easter activities

Goal 5-Have favourite rhymes and stories							
I will learn to: <ul style="list-style-type: none"> • Be confident book handlers. • Share some of my favourite stories and rhyme titles showing greater attention. • Make my own books and share them with others using marks for words and representations. • Make up my own stories and share them with others 				Children will now listen to longer stories, often to the end. They enjoy listening to them and talking about them. Children will retell familiar stories and join in with rhymes and songs learned. They understand what print/text is and that it carries meaning and may move their fingers along text as if reading. They will identify familiar signs and labels in the environment and talk about them. Children will look at books independently and with peers turning pages one at a time. Children can vote for their favourite story to read through democratic votes.			
Core Books	Little Red Riding Hood		Chicken Licken		Jack and the Beanstalk		Democratic votes for favourites
Other key text	Mr Wolf's Pancakes	All Kinds of Families	Paper Dolls	Jasper's Beanstalk	Oliver's Vegetables	We're Going on an Egg Hunt	
Core Rhymes	Do you know what shape this is?		Sammy Square and Suzy Circle		Tommy Triangle and Ricky Rectangle		If you're Holding a shape...
Rhyme of the week	Pancakes	Super singers	Chicken Licken Numbers	Copycats	Chop chop Choppity Chop	Peter Rabbit had a Fly Upon his Nose	Easter Bunny
Comprehension	Answering questions related to texts read and rhymes sang in class. Answering who, what, why and how questions related to texts and rhymes.						
Word reading and writing	<ul style="list-style-type: none"> • Recognizing their name in print • Recognising familiar signs (food packaging etc.) • Writing some letters from our name. • Making marks for a purpose, making lists, writing a story etc. • Mark making with a variety of tools • Talking about the features of a book- front page, back page, pictures, text, author, illustrator, title • Reading from left to right in English 						
	<ul style="list-style-type: none"> • Re-telling our favourite stories adults to scribe children draw pictures • Retell of a familiar story using different characters/setting. Use children's ideas. Adults scribe. Children draw. Make books and laminate. • Look at books that are written in different languages. Explain differences. 						
Phonics	8- Little Red Riding Hood		Farm sounds Animal sounds Sound Lotto		12- Jack and the Beanstalk		

Goal 6- Develop independence in self-care

I will learn to:

- Be mostly independent with toileting.
- More independent with dressing and undressing.
- Able to feed myself with a fork and a spoon.
- Try a range of foods and talk about their likes and dislikes.
- Have a general awareness of danger and start to risk assess activities with adult support e.g., climbing, using tools.

Children will follow the correct toileting routine but may still need support from an adult to wipe their bottom. They may have the occasional toileting accident.
Children will begin to fasten using a range of fasteners, zips, buttons, toggles, but may need assistance from adults to help.

Managing self-Dressing and toileting

- Encouraging children to put on their own coat, hat, gloves and scarves. When children have put on their own coat sing the praise song... 'child' did her own coat, own coat, own coat child did her own coat hip hip hip hurray! Not all children will be able to fasten a coat or put on finger gloves. When children have mastered a skill say 'now you have learned to do that the next thing is to learn how to...' learn to do poppers or zips etc.
- Teach children effective ways to put on their coat 'flip trick'.
- Teach children to look after their belongings.

- Talk about toilet training with children's parents and the children. Send social stories about toileting home and read toilet training books. Begin toilet training asap.
- Some children will need toilet reminders. Plenty of praise!
- Children wash hands with reminders from adults using soap and water. 'Wash, wash, wash your hands' song
- Children know the toileting routine, some children may need visuals

Goal 7- Plant, grow and care for our chickens to take food from farm to plate

I will learn to:

- Take a more active part in planting seeds and other gardening activities, which help the plants to grow.
- Work as part of a small group to care for our animals.
- Begin to notice the stages in a life cycle.
- Understand the beginning, middle and end of a plant lifecycle.

• Understand how things grow on a larger scale, so we all have enough food to eat.

• To use a variety of tools in the garden with greater control

• Understand hygiene in terms of having clean hands, handling eggs and washing and preparing food.

• Begin to use specific tools when preparing food for eating

Children will become more involved in gardening activities and will ask if they can visit the garden or complete a gardening activity. They will use the mud kitchen resource to develop their understanding of food growing, preparation and cooking. They will understand the beginning, middle and end of the plant life cycle. Children will show care when picking produce and will understand that they sometimes need to be washed before eating.

Children will work with adult support to use a variety of tools in the garden and when preparing food. They will collect information about and make connections between our gardening activities (including the allotment) and farming on a bigger scale. They will begin to reflect on the process of planting, growing and picking produce before we can eat it. They will observe and share food preparation with our chef.

Allotment	Allotment trip pm-28/2/23 Moving raspberries and strawberries and rhubarb	Allotment trip 8/3/22-am Ashgate		Allotment trip am-Central		Easter Hols	Easter Hols
Sensory garden/animal care	Planting Potatoes	Incubate Eggs- 9/3/22				Eggs Hatch- 30/3/22 Planting beans Wheat and barley to grow for animals	

Eco-Schools	<ul style="list-style-type: none"> • Bio-diversity- Build mini-pond- Trips to the pond/sensory garden at Central. Take photos • Global Citizenship- sponsor an animal- Tally chart of children's choices <p>Use litter to make something- Crisp packets to make keyrings, bottle tops to make rainbow art and a crisp packet apron</p> <p>Litter pick sessions to be arranged</p> <p>Take part in 'The Great British Spring Clean' (25th March-10 April?)</p>	<p>Trips to pond, pond dip, take photos</p> <p>Tadpoles</p>	<p>Trips to pond, pond dip, take photos</p> <p>Take part in 'The Great British Spring Clean' (25th March-10 April?)</p>
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Goal 8-Develop good core strength to use a range of tools and equipment for a purpose

I will learn to:

- Have repeated experiences which develop my fine and gross motor skills.
- Play with balls, hoops, bikes and climbing equipment to develop motor skills.
- Choose the correct tool for the job and use it for a clear purpose.
- Collaborate with others to manage large items, such as moving a long plank, carrying large hollow blocks.
- Develop my understanding of the importance of safety.

Practicing again and again helps to build strength and endurance so that children can complete a longer/more challenging task. They become more confident in Forest school sessions and the skills they are learning are being transferred to other activities. Adults model tool use and safety and talk about why they are using a certain tool for the job.

Fine motor	<ul style="list-style-type: none"> • Writing names/tracing names- pencil grip observation • Using screw drivers-Tinkering toys • Developing Scissor skills-scissor skill observations • Dough disco • Funky finger challenges 					
Gross motor	<ul style="list-style-type: none"> • Trampoline • Slide • Stepping Stones 	<ul style="list-style-type: none"> • Ribbons and pompoms • Stilts and hoops 	Throwing and catching			
Forest school	<p>Children will take part in many activities that allow them to develop an understanding of growth and life cycles throughout the year. The children will be taught how to look after school plants and animals as well as nurturing seeds to plate. The children will use what they have grown to make meals. The children will take part in activities that allow them to use a variety of tools and making products such as bird boxes.</p> <p>Separate plans to be added</p>					

Goal 9- Develop creativity so connections are made between areas of learning to extend their understanding

I will learn to:

- Enjoy exploring mixing media e.g., music and dance, junk modelling and paints.
- Begin to represent things more accurately.
- Plan a project first and then find media to suit my intention
- **Act out stories and take part in drama**

Children will work with adults to talk about their ideas and the materials they want to use. They like to mix things e.g. colour paint and they observe and create pictures/storylines/shows/ models with more detail, this is directly linked to their improving fine motor skills.
Creating

Role-play	Pancake café Dressing up					
Small world	Little Red Riding Hood and other traditional stories					
Creating with materials	Wolf masks				Making Easter cards and Easter crafts	
Being imaginative and expressive	Introduction to helicopter stories- Explain to the children... Acting out Traditional stories					

Goal 10-Become cheerful mathematicians, using number and shape practically in many aspects of play and experiences

I will learn to:

- Begin to use more mathematical language to describe shape.
- Match and extend simple ABAB patterns
- Develop a fast recognition of numbers up to 3, without having to count them individually (subitizing).
- Solve simple number problems with numbers to 5.
- Link some numerals and amounts.
- Rote count to 10.
- Write numbers in my play.

Children use language such as, bigger, smaller, heavier. Children may name simple shapes such as circle, triangle, square. Rectangle, but may still mix up.
 Children may notice patterns on clothing or rugs and use some language to describe them such as spotty, stripey.
 Children can select up to 2 items out of a group when asked and make comments when they see 2 of something. Children will look under, on top, behind without prompts

<p>Number SSM</p>	<p>Growing 6,7,8 One more and one less What happens to the number when 1 is taken away and put back. Does it matter which toy you remove? Matching numbers and pair games</p>	<p>Growing 6,7,8 Adding more Number tracks and dice- Roll 2 dice. How many spots do you have altogether? Can you predict what number you will land on? How many more spaces do you need to move in order to win the game?</p>	<p>Growing 6,7,8 Comparing Height- Roll the dice. Collect the corresponding number of cubes and build a tower. Now build a tower that is taller and a tower that is shorter. Roll the dice and have another go. What do you notice? Can you arrange your towers in order from shortest to tallest</p>	<p>Consolidate</p>
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