



This half term, with the improving weather, children will have opportunity to explore our 'into the garden' topic. They will have experience of growing and nurturing plants, including food to eat, and gaining understanding of where our food comes from. The children will meet the visiting chicks and learn about life cycles of living things. Lose parts play will incorporate seeds and other natural objects and children will have chance to explore transient art. Alongside this, children will explore their own growth and the development and life cycles of humans. They will continue to further their understanding of their own histories.

Communication and Language:

Talking focus- Describing things in detail

The children will have lots of exciting experiences this half term providing many opportunities for the development of talking, vocabulary and listening skills. Adults will work alongside children to explicitly teach how to answer simple '**how**' and '**why**' questions in response to stories. Reflection on new experiences will provide opportunities to use future and past tense (for example- "I am going to the park" and "I went to the shop) and adults will model using 'because', 'or', 'and' in sentences and encourage children to mirror this e.g. "I like ice cream because it makes my tongue shiver".

Personal, social and Emotional:

Relationships- Growing and caring for ourselves

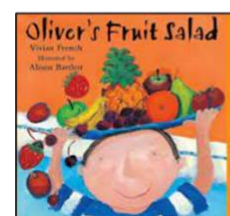
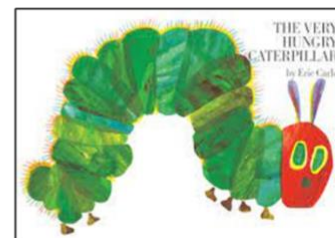
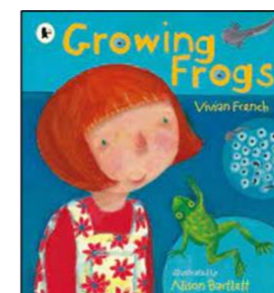
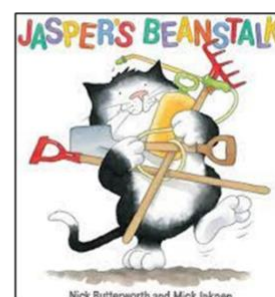
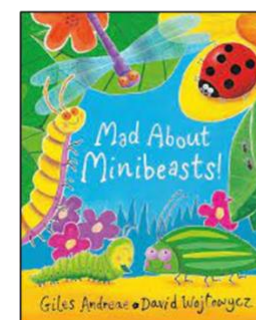
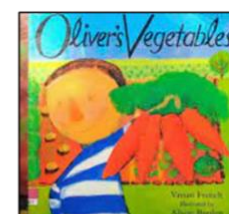
School value- Empathy

Revisit feelings and emotions, caring for others and the environment, where our food comes from

This half term brings with it the school value of empathy. Conversations, stories and role play will ne used to grow the children's understanding and sharing of the feelings of others. Alongside this, growing plants and caring for living things will provide real life experience of being empathetic. Adults will model how to show that, or talk about *how* we look after others. Adults will continue to facilitate the children's growth in independence, supporting them to select and use activities and resources to help them to achieve a goal they have chosen, or one which is suggested to them. Weekly or termly growth projects will enable the development of patience and reflection.

Physical Development:

As our children grow taller and stronger, they should continue to develop large- and small-scale movement, balancing, riding (scooters, trikes and bikes) and ball skills. They should have opportunity to go up steps and stairs, or climb up apparatus, using alternate feet. Games or play based approaches should be used to model skipping, hopping and standing on one leg to hold a pose for a game like musical statues. Children should be becoming increasingly independent as they get dressed and undressed, meeting their own care needs, for example, putting coats on and doing up zips, brushing teeth, using the toilet, washing and drying hands thoroughly, and making healthy choices about foods they eat, drink, exercise and washing.



Key events and experiences

- Planting seeds and growing different types of plants
- Growing food that we can eat (strawberries, salad leaves, cress) and having shared cooking experiences
- Growing butterflies from caterpillars and visiting the chicks.

Parental engagement

- Cooking experience (with something we have grown)
- Half termly reading workshop

Expressive Art and Design:

The Natural World provides endless opportunities for creative activity. This half term children will be supported to develop their own ideas and then decide which materials to use to express them. Open ended, natural or foraged resources will facilitate this exploration as children continue to explore colour and colour mixing, texture and pattern.

Adults will teach the children new songs, or alter known ones. Children will be encouraged to listen with increased attention to sounds and music and respond to what they have heard, expressing their thoughts and feelings. Across the half term this knowledge will be built on and children will begin to remember and sing entire songs, create their own songs, or improvise a song around one that they know. To accompany this, children will learn how to play instruments with increasing control to express their feelings and ideas.

Literacy:

Real life experiences will provide opportunities for early reading and writing. Sharing stories about growth and change- children will be able to role play and re-enact what they have heard and read, and non-fiction books will support understanding. Adults will model conversation in regard to new experiences, demonstrating how to ask and answer **how** and **why** questions. Alongside child-initiated play, living things will provide a backdrop to mark making as children explore drawing and painting plants and animals. Those who are ready will learn a handful of phonetic sounds which will support their ability to make marks in purposeful ways, for example: adding a label to their plant, writing sounds on a simple recipe, or learning a few letters from their name.

Maths:

Children will continue to develop their understanding of number, shape and pattern through play and exploration. The natural world lends itself to mathematical exploration! Adults will support children to understand that numbers are made up (composed) of smaller numbers, and play based approaches will support children to recognise that each counting number is one more than the one before.

Understanding the World:

This half term will really develop the children's understanding of the natural world and the plants and creatures that live within it. Alongside adults, they will plant seeds and care for growing plants, exploring and understanding the need to respect and care for the natural environment and all living things. Children will grow edible plants and will learn the patience of nurturing these, having opportunities to observe closely and talk about what they have seen. Through real life experiences, adults will model the key features of the life cycle of a plant and an animal, and link this learning to the children's own growth from babies to now. This will link to 'past and present' learning and support children to remember and talk about significant events within their own experience.

Books such as 'We are all Welcome' will be used as a springboard to learn about, respect and understand the views, faiths, cultures and races of others. Adults will facilitate the understanding that we are all different and that is ok.