

Farms

<p>Nursery Spring 2</p>	<p>Book of The Week <i>Dora's Eggs</i> <i>Rosie's Walk</i> <i>Farmer Duck</i> <i>Farmyard Hullabaloo</i> <i>Mr Wolf's Pancakes.</i> <i>The Easter Story</i></p>	<p>Songs and Rhymes <i>Old McDonald had a farm</i> <i>Baa, baa, black sheep</i></p>	<p>Enhancement <i>Visit Hall Hill Farm</i> <i>Living eggs</i></p>
<p>Communication and Language <u>Listening and Attention:</u> <i>Single channelled attention; can shift to a different task if attention is fully obtained.</i> <u>Understanding:</u> <i>Understands who, what, where in simple questions and uses a variety in their speech.</i> <u>Speaking:</u> <i>Learns new words very rapidly and is able to use them in communicating.</i> <i>Uses longer sentences.</i> <i>Beginning to use word endings.</i></p>	<p>Personal, Social and Emotional Development <u>Making Relationships:</u> <i>Shows some understanding that other people have ideas and needs that are different to theirs.</i> <i>Shows empathy and concern for people who are special to them.</i> <i>Seek out others to share experiences with and may choose to play with a friend who has similar interests.</i> <u>Sense of Self:</u> <i>Makes choices and decisions.</i> <u>Understanding Emotions:</u> <i>Responds to the feelings of others, showing concern and offering comfort.</i> <i>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do.</i></p>	<p>Physical Development <i>Jumps up with both feet leaving the floor and can jump forward a small distance.</i> <i>Begins to understand and choose different ways of moving.</i> <i>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.</i> <i>Uses wheeled toys with increasing skill.</i> <i>May be beginning to show preference for dominant hand and/or leg/foot.</i> <i>Holds mark-making tools with thumb and all fingers.</i> <u>Health and Self-Care:</u> <i>Able to help with putting on and taking off simple clothing items such as hats, unzipped jackets, Wellington boots.</i> <i>Begins to recognise danger and seeks the support and comfort of significant adults.</i> <i>Can tell adults when they are hungry, full up or tired.</i></p>	<p>Characteristics of Effective Teaching and Learning: Playing and Exploring ENGAGEMENT <i>Finding out and exploring</i> <i>Playing with what they know</i> <i>Being willing to 'have a go'</i> Active Learning MOTIVATION <i>Being involved and concentrating</i> <i>Keep Trying</i> <i>Enjoying and achieving what they set out to do</i> Creative and Critical Thinking THINKING <i>Having their own ideas</i> <i>Making Links</i> <i>Working with ideas</i></p>
<p><i>Listen and participate during small group sessions.</i> <i>Listen and respond to two-part instructions related to our daily routine.</i> <i>Continue to plan and articulate where they want to play using a sentence.</i> <i>Recall their play activity with more confidence and clarity within speech.</i> <i>Continue to build conversation skills in play-based activities.</i></p>	<p><i>Build good relationships with adults and different peers through different experiences and situations.</i> <i>Begin to manage their emotions in the expected way and manner when the need arises.</i> <i>Beginning to develop an ability to identify emotions and seek adult support when needed.</i></p>	<p><i>Explore different ways of moving to represent the movements of different characters in the farm yard. Ask the children to run, walk, jump, crawl, skip and hop as different animals.</i> <i>Encourage lifting, stacking and carrying in a farm role-play area outside. Provide crates, bags of hay or straw, gardening tools and large soft toy animals.</i> <i>Play a farm-themed rolling game with a beach ball where the children roll the ball to each other.</i></p>	<p>Key vocabulary <i>Farm – farmyard, farmer, animals, scarecrow, crops, tractor, combine harvester.</i> <i>Life cycle of a chick – egg, incubator, hatch, shell, chick, hen, rooster, yellow feathers, orange feathers.</i> <i>Pancake Day – Shrove Tuesday, measure, measure, make,</i></p>

<p>Take part in helicopter stories and create their own verbal stories.</p>		<p>Continue to develop fine motor skills by taking part in squiggle while you wiggle, dough disco and funky finger activities.</p>	<p>batter, eggs, flour, milk, cook, fry, flip, toppings. Easter story – Jesus, Christians, Easter, Easter Sunday.</p>
<p>Literacy Reading: Listens to and joins in with stories and poems, when reading one-to-one and in small groups. Begins to recognise familiar logos or signs. Begins to develop phonological and phonemic awareness. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words, songs, poems and rhymes. Claps or taps the syllables in words during sound play. Writing: Enjoys drawing and writing on paper, on screen and on different textures.</p>	<p>Mathematics In everyday situations, takes or gives two or three objects from a group. Beginning to notice numerals. Beginning to count on their fingers. Explores differences in size, length, weight and capacity. Begins to remember their way around familiar environments. Responds to some spatial and positional language. Explores how things look from different viewpoints including things that are near or far away. Beginning to understand some talk about immediate past and future. Uses some number names and number language within play.</p>	<p>Understanding the World People and Communities: Learns that they have similarities and differences that connect them to, and distinguish them from, others. The World: Enjoys playing with small world reconstructions, building on first-hand experiences. Technology: Knows that information can be retrieved from digital devices and the internet. Plays with a range of materials to learn cause and effect.</p>	<p>Expressive Arts and Design Creating with materials: Uses 3D and 2D structures to explore materials and/or to express ideas. Beginning to describe sounds and music imaginatively. Being Imaginative and Expressive: Creates rhythmic sounds and movements.</p>
<p>Aspect 5 – Alliteration (Bertha the bus) Continue to take a story book to share at home. Continue to copy a representation of their name. Mark make a map of the journey Rosie takes using Rosie’s Walk as a stimulus. Discuss favourite stories and choose a favourite book in celebration of World Book Day. Take part in World Book Day celebrations within school.</p>	<p>1:1 correspondence 1-5 using a range of counting opportunities. Continue to recognise a representation of 1-5 with Numicon, 1-1 correspondence of items, dots, dominoes, numerals, counting a range of objects and actions etc. Singing number rhymes, e.g. 5 little ducks, 1 little finger and 1 man went to mow. Weight – children to weight different items from the farm shop.</p>	<p>Learning the Easter story. Enjoy an Easter Egg hunt. Naming animals and matching to their young. Learn about the life cycle of chick, through Living Eggs. Learn about the role of the farmer, and jobs they do on the farm (links to careers) Create a scarecrow to help scare away creatures from our crops. Make pancakes and explore our likes and dislikes through toppings. Begin to prepare our vegetable patch ready for planting. Visit Hall Hill Farm to experience a real-life farm.</p>	<p>Make a Mother’s Day card. Make an Easter craft. Role play with a small world farm. Role play - farm shop with fruit and veg. Sing and learn ‘Dingle Dangle Scarecrow’ and ‘Old MacDonald’ and ask the children to think of actions to match the song.</p>

N.B – this curriculum can be changed as necessary at discretion of staff members dependent on the needs and the interests of the children.