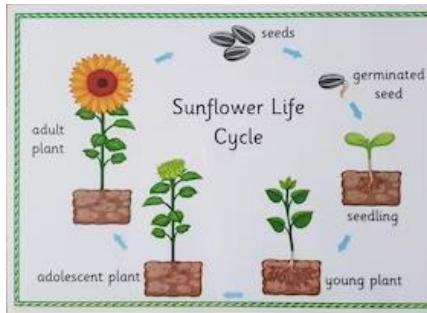


In the Garden



Successful learners

Areas of Learning

Personal, Social and Emotional Development

As we continue to grow in number we are going to continue to develop our social skills, sharing, and turn-taking. We are going to continue to develop and foster relationships with our peers and supportive adults, helping each other and showing empathy and understanding of others' feelings as well as our own. We are going to challenge ourselves to become more independent in managing our own needs.

Physical Development

We will be using a unit provided by my Sky Art to explore and develop our movement by looking at the different ways we use movement to express ourselves or to represent something else. We will also continue to develop key skills such as hopping, skipping, running, jumping, and catching balls building our core strength, balance, and confidence. We will also improve our gross and fine motor skills through a wide range of activities.

Communication and Language

We will be exploring and talking about gardens, plants, flowers how things grow, and minibeasts. As a result, we will be developing a wide and descriptive vocabulary. Through our visits we will get the opportunity to talk to a range of different people and find out what they do and have the chance to ask questions. We will be using the role-play and outside area to apply the vocabulary learned. We will also be looking at and discussing a range of fiction and non-fiction texts. We also have a list of new nursery rhymes to learn linked to our topic.

Literacy

We will be focusing on our attention and listening skills through playing memory games as well as listening and responding to a range of fiction and non-fiction texts about the garden, how things grow, and minibeasts. Exploring this further through a range of play and role-play opportunities. We will be exploring mark-making using a wide range of different resources and mediums throughout the learning environment. Nursery will continue to develop their understanding of initial sounds, starting to form some of their letters when writing lists. We will also be looking at rhyming and alliterations to help support our early language skills. Reception will continue to develop their upper and lower-case letter formation and sentence writing focusing on character descriptions and retelling stories.

Mathematics

We will continue to develop our counting behaviours and 1 to 1 number correspondence up to 10 and for some beyond. Some of us will start to develop our number marking making and number formation getting us ready to move on in our learning. We will continue to develop problem-solving skills including finding how many more, how many less, or the next sequence in a pattern. We will continue to learn a range of counting rhymes joining in with the finger actions. We will also be looking at different repeating patterns and directional and positional language, using this to describe where things are or to describe a route.

Expressive Art and Design

We will be exploring dance further this term looking at the different ways we can use our bodies for expression and to represent the movements of a range of different minibeast. We will be exploring a range of mark-making, drawing and painting skills to develop pictures of gardens similar to that of Monet. As well as using a range of resources and different materials to create a bug hotel and to make a range of different minibeasts.

Understanding the World

We will be exploring a range of different gardens including our own, traditional English gardens, and gardens from different countries. We will be exploring what plants need to grow, and their life cycles as we are growing and caring for our own plants. We will also be exploring the types of plants, animals, and minibeasts that live in the different gardens and why some habitats are better than others. We will also be finding out facts about a range of different minibeast.

Confident Individuals

Challenge

- To grow in independence by doing more for themselves.
- To develop confidence in new social situations and outside of school.
- To risk take and set their own goals.

Enrichment

- Roleplay: Garden centre role play area. Outside garden area.
- Sky Arts – Movement.
- Minibeast small world toys and area.
- Live caterpillars.
- Visiting different gardens and forest school area.

Responsible Citizens

Spiritual & Moral

- To understand how to care for God's planet and all that lives on it.
- Learning about being a community and caring for people like Jesus cares for us.

Communities

- To make out new children feel welcome.
- To create and care for a garden area for the whole school to enjoy.
- To create a bug hotel and birdfeeders.

Personal, Social & Emotional Development

Statutory Requirements - Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Pre-Nursery:

PSED PN3: Express preferences and decisions.
PSED PN4: Engage with others through gestures, gaze and talk.
PSED PN5: Use that engagement to achieve a goal.
PSED PN10: Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
PSED PN11: Feel strong enough to express a range of emotions.
PN12: Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
PSED PN13: Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. PSED PN14: Be increasingly able to talk about and manage their emotions.
PSED PN16: Develop friendships with other children.
PSED PN17: Safely explore emotions beyond their normal range through play and stories.
PSED PN19: Learn to use the toilet with help, and then independently.

Nursery:

PSED N1- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
PSED N2- Develop their sense of responsibility and membership of a community.
PSED N3- Become more outgoing with unfamiliar people, in the safe context of their setting.
PSED N4- Show more confidence in new social situations.
PSED N5- Play with one or more other children, extending and elaborating play ideas.
PSED N6- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
PSED N7- Increasingly follow rules, understanding why they are important.
PSED N8- Remember rules without an adult needing to remind them.
PSED N9- Develop appropriate ways of being assertive.
PSED N10- Talk with others to solve conflicts.

Reception:

PSED R4- Show resilience and perseverance in the face of challenge.
PSED R5- Identify and moderate their own feelings socially and emotionally.
PSED R6- Think about the perspectives of others.
PSED ELG1- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
PSED ELG2- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
PSED ELG3- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
PSED ELG7- Work and play cooperatively and take turns with others.
PSED ELG9 - Show sensitivity to their own and to others' needs.

Communication and Language

Statutory Requirements - Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Pre-Nursery:

CLL PN5: Enjoy singing, music and toys that make sounds.
CLL PN7: Listen and respond to a simple instruction.
CLL PN8: Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
CLL PN19: Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
CLL PN20: Listen to other people's talk with interest but can easily be distracted by other things.
CLL PN21: Make themselves understood and can become frustrated when they cannot.
CLL PN22: Start to say how they are feeling, using words as well as actions.
CLL PN23: Start to develop conversation, often jumping from topic to topic.
CLL PN24: Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
CLL PN26: Listen to simple stories and understand what is happening, with the help of the pictures.
CLL PN27: Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.
CLL PN29: Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Nursery:

CL N2- Can find it difficult to pay attention to more than one thing at a time.
CL N3- Use a wider range of vocabulary.
CL N6- Sing a large repertoire of songs.
CL N7- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
CL N13- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Reception:

CL R8- Use talk to help work out problems & organise thinking & activities explain how things work & why they might happen.
CL R13- Use new vocabulary in different contexts.
CL R15- Learn rhymes, poems and songs.
CL R16- Engage in non-fiction books.
CL R17- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
CL ELG4- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
CL ELG5- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Physical development
Statutory Requirements - Physical Development
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
Pre-Nursery: PD PN5: Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. PD PN6: Enjoy starting to kick, throw and catch balls. PD PN8: Walk, run, jump and climb – and start to use the stairs independently. PD PN9: Spin, roll and independently use ropes and swings (for example, tyre swings). PD PN10: Sit on a push-along wheeled toy, use a scooter or ride a tricycle. PD PN11: Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. PD PN14: Develop manipulation and control. PD PN15: Explore different materials and tools.
Nursery: PD N1- Continue to develop their movement, balancing, riding (scooters, trikes and bikes), and ball skills. PD N2- Go up steps and stairs, or climb up apparatus, using alternate feet. PD N3- Skip, hop, stand on one leg and hold a pose for a game like musical statues. PD N5- Start taking part in some group activities which they make up for themselves, or in teams. PD N6- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. PD N7- Match their developing physical skills to tasks & activities. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (FM & FF) PD N9- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. PD N10- Use one-handed tools and equipment, for example, making snips in paper with scissors.
Reception: PD R2- Progress towards a more fluent style of moving, with developing control and grace. PD R6- Combine different movements with ease and fluency. PD R8- Develop overall body-strength, balance, co-ordination and agility. PD R9- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. PD R10- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Literacy

Statutory Requirement - Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Pre-Nursery:

- L PN2: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- L PN3: Say some of the words in songs and rhymes. Copy finger movements and other gestures.
- L PN4: Sing songs and say rhymes independently, for example, singing whilst playing.
- L PN6: Pay attention and respond to the pictures or the words.
- L PN7: Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- L PN8: Repeat words and phrases from familiar stories.
- L PN10: Develop play around favourite stories using props.
- L PN11: Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- L PN12: Enjoy drawing freely.
- L PN13: Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- L PN14: Make marks on their picture to stand for their name.

Nursery:

- L N2- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.
- L N3- Engage in extended conversations about stories, learning new vocabulary.
- L N4- Use some of their print & letter knowledge in their early writing. E.g: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- L N5- Write some or all of their name.
- L N6- Write some letters accurately.

Reception:

- L R7- Form lower-case and capital letters correctly.
- L R8- Spell words by identifying the sounds and then writing the sound with letter/s.
- L R9- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- L R10 Re-read what they have written to check that it makes sense
- L ELG3- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play
- L ELG6- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- L ELG8- Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Mathematics

Statutory Requirement - Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Pre-Nursery:

- M PN2: Take part in finger rhymes with numbers.
- M PN4: Compare amounts, saying 'lots', 'more' or 'same'.
- M PN5: Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- M PN6: Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.
- M PN7: Climb and squeeze themselves into different types of spaces.
- M PN9: Complete inset puzzles.

Nursery:

- M N7- Experiment with their own symbols and marks as well as numerals.
- M N8- Solve real world mathematical problems with numbers up to 5.
- M N9- Compare quantities using language: 'more than', 'fewer than'.
- M N12- Describe a familiar route.
- M N13- Discuss routes and locations, using words like 'in front of' and 'behind'.
- M N17- Talk about and identifies the patterns around them. e.g. stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- M N18- Extend & create ABAB patterns - stick, leaf, stick, leaf.
- M N19- Notice and correct an error in a repeating pattern.

Reception:

- M R1- Count objects, actions and sounds.
- M R3- Link the number symbol (numeral) with its cardinal number value.
- M R4- Count beyond ten
- M R7- Explore the composition of numbers to 10.

Understanding the World		
Statutory Requirement - Understanding the World		
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		
Pre-Nursery: UW PN1: Repeat actions that have an effect. UW PN2: Explore materials with different properties UW PN3: Explore natural materials, indoors and outside. UW PN4: Explore and respond to different natural phenomena in their setting and on trips. sons & changing states of matter.	Nursery: UW N2- Show interest in different occupations. UW N3- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. UW N4-Use all their senses in hands-on exploration of natural materials. UW N5- Explore collections of materials with similar and/or different properties. UW N6- Talk about what they see, using a wide vocabulary. UW N7- Plant seeds and care for growing plants. UW N8- Understand the key features of the life cycle of a plant and an animal. UW N9- Begin to understand the need to respect and care for the natural environment and all living things. UW N13- Continue to develop positive attitudes about the differences between people.	Reception: UW R6- Recognise some similarities and differences between life in this country and life in other countries. UW R7- Explore the natural world around them. UW R8- Describe what they see, hear and feel whilst outside. UW R9- Recognise some environments that are different to the one in which they live. UW R10- Understand the effect of changing seasons on the natural world around them. UW R11- Understand that some places are special to members of their community. UW R12- Recognise that people have different beliefs and celebrate special times in different ways. UW ELG7- Explore the natural world around them, making observations and drawing pictures of animals and plants. UW ELG8- Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class. UW ELG9- Understand some important processes & changes in the natural world around them, including the sea

Expressive Arts and Design

Statutory Requirements- Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Pre-Nursery:

EAD PN1: Show attention to sounds and music.
EAD PN3: Move and dance to music.
EAD PN5: Explore their voices and enjoy making sounds.
EAD PN6: Join in with songs and rhymes, making some sounds.
EAD PN8: Explore a range of soundmakers and instruments and play them in different ways.
EAD PN10: Start to make marks intentionally.
EAD PN11: Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
EAD PN13: Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
EAD PN14: Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
EAD PN15: Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
control to express their feelings and ideas.

Nursery:

EAD N1-Take part in simple pretend play, using an object to represent something else even though they are not similar.
EAD N3- Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park.
EAD N4- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
EAD N5- Develop their own ideas and then decide which materials to use to express them.
EAD N7- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
EAD N8- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
EAD N9- Use drawing to represent ideas like movement or loud noises.
EAD N11- Explore colour and colour-mixing.
EAD N13- Respond to what they have heard, expressing their thoughts and feelings.
EAD N15- Sing the pitch of a tone sung by another person ('pitch match').
EAD N16- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
EAD N17- Create their own songs, or improvise a song around one they know.
EAD N18- Play instruments with increasing

Reception:

EAD R1- Develop storylines in their pretend play.
EAD R2- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
EAD R3- Create collaboratively sharing ideas, resources and skills.
EAD R4- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
EAD R5- Listen attentively, move to and talk about music, expressing their feelings and responses.
EAD R6- Sing in a group or on their own, increasingly matching the pitch and following the melody.
EAD R7- Explore and engage in music making and dance, performing solo or in groups.
EAD R8-Watch and talk about dance and performance art, expressing their feelings and responses.