

Communication, Language and Literacy.

- Texts being used:
Little red hen
Chicken Licken
Farmer duck
I love animals
- Songs and Rhymes being used:
- Listen to, join in with and re-tell a range of stories, poems and actions rhymes about farm, farm animals, ducks and ducklings.
- Talk about the ways in which the farmer cares of animals. Can they describe the farmer's daily routine?
- Talk about the weather and how it changes from Winter to Spring. What happens in Spring?
- Listen to recording of animal noises to decide 'which animal made that noise?'

Make a special display of picture and non-fiction books on the theme of Spring/ New life.

Display key words alongside pictures of children to read or notice.

- Display mini books with spring themed covers/ Farms and a range of interesting pens and markers for mark making.
Provide pictures of buds, chicks, eggs and frogs.

Reception Are eggs alive?

Spring 2

Knowledge and Understanding of the World.

- Keep eggs in an incubator and observe over time.
- Observations of eggs, hatching process and chicks - verbal describing.
- Small construction - create 'chicken runs' using lego / duplo / small blocks.
- ICT - chn use digital cameras to take own photos of chicks and hatching.
- What came first the chicken or the egg?



Personal, Social and Emotional Development

- Think about the things baby animals need to grow and make a mind map to document ideas and questions.
- Care of animals - understand what is right and wrong and why.
- Turn taking when handling chicks, looking into the incubator.
- Selecting resources independently and uses them to support their activity.

Physical Development.

- Think about the things baby animals need to grow and make a mind map to document ideas and questions.
- Selecting resources independently and uses them to support their activity.
- Get in cardboard boxes and push way out (like hatching from an egg)
- Chicken dance
- Keeping ourselves healthy - think of some hygiene rules when we are around the chicks e.g. wash our hands after touching the chicks.

Mathematical Development

- Weighing chicks in balance scales with unifix cubes. Weigh on electric scales. How much weight have the chicks gained?
- Number bonds to 10 - washing line chicks and eggs e.g. we have 1 chick and 9 eggs, we have 2 chicks and 8 eggs etc. Number bond sparklebox matching activity.
- Pictogram - vote for whether chicken or egg came first.
- Mrs Chicken song.
- Little red hen making bread. Weighing ingredients, measuring time proving and in the oven.

Creative Development.

- Make observational drawings and paintings of the chicks.
- Chick collages
- Role play - chicken stories
- Learn songs and poems about chicks e.g. Spring Chicken
- Make up own stories about chicks using props.

Communication, Language and Literacy.

- Texts being used:
 - We are going on a bear hunt.
 - All change by Ian Whybrow
 - Pepper pig nature trail
 - Whatever next
 - Walking through the jungle.
- Photographs of different types of transport
- Role play - travel agents/airport check in/train station/campsite/garage
- Small world road and track layouts
- Collection of holiday postcards
- Story making - a magic carpet ride/a hot air balloon ride/ a ride on a broomstick
- Circle time
- Memory and list games - 'I packed my bag and in it I put...'
- Audio resources of traffic sounds
- Books, fiction and non fiction
- Songs and rhymes
- Play writing opportunities - lists/letters/postcards
- Make tickets for train/plane/bus journeys

Reception

Can we explore it?

Summer 1

Knowledge and Understanding of the World.

- Map making - which way do you come to school?
- Collection of maps to investigate
- Compare past and present transport
- Collection of tickets from different modes of transport
- Directions games and stop-go games Bee bot
- Outdoor play - homemade water ways with sections of plastic guttering.
- Wet sand tray - tracks
- Water tray - boats
- How do animals travel?
- Road safety



Personal, Social and Emotional Development

- Road safety
- Small world road and track activities
- Discuss personal journeys the children have been on
- Use chairs to be an impromptu bus/plane/car/train
- Healthy and eco ways of travelling - walking, biking, public transport

Mathematical Development

- Data handling - how do we come to nursery?
- Data handling - monitor traffic - record as bar charts/pictograms
- Positional words and games
- Maths trails - follow the tracks
- Sorting vehicles
- Books
- Songs and rhymes
- Making 3D models of vehicles
- Role play areas
- Count down for a rocket launch
- Using money in role play - e.g. buying tickets
- Make paper aeroplanes

Creative Development.

- Tyre prints/rubbings
- Painting with wheels
- 3D models of vehicles
- Floating music and hot air balloons
- Songs and rhymes
- Selection of large cardboard boxes for imaginative play
- Imitate vehicle sounds with musical instruments
- Collection of audio resources - vehicle sounds
- Making postcards
- Dressing up in uniforms
- Make paper aeroplanes
- Body sounds and rhythms

Physical Development.

- Transport mimes - getting on a train/into a boat/in a car. Movements based on vehicles
- Follow my leader, Stop/go games using traffic light colours
- Positional games Fast/slow games based on modes of transport
- Construction kits
- Make tracks with footprints. Set up an obstacle course to travel along

Communication, Language and Literacy.

- Texts being used:
 - Rainbow fish
 - The fish who could wish
 - Barry fish fingers
- Read the story 'Rainbow Fish'
- Act out the story.
- Fish facts and information books.
- 'The Fish who could wish' poetry.
- Write labels for fish / display board.
- Sentences and pictures - Rainbow Fish.
- Favourite sea creatures and why?
- Match the labels/pictures of the fish
- Pencil control activities.
- Inventing own stories, 'Rainbow butterfly'

Reception How many colours in a Rainbow?

Spring 1

Knowledge and Understanding of the World.

- How to look after a fish?
- Sinking and floating
- Explore natural colours in the world.
- Effects of water on materials
- Breathing, Movement
- ICT drawings of Kandinsky's concentric circles.



Personal, Social and Emotional Development

- How did the Rainbow Fish feel?
- The fish who could wish - what would you wish for and why?
- Circle time about feelings.

Mathematical Development

- Sing the nursery rhyme 1, 2, 3, 4, 5 once I caught a fish alive
- Go Fish game / Fish Bingo
- Fish number sentences
- Estimate how many cups it will take to fill the fish tank.
- Sort pictures of fish into big and small, patterned fish and non-patterned fish.
- Measure three fish using non-standard units of measure.
- Make a bar chart of the children's favourite sea creatures.
- Add a pattern to a fish template.
- Try out symmetrical painting.

Physical Development.

- Think about the things baby animals need to grow and make a mind map to document ideas and questions.
- Selecting resources independently and uses them to support their activity.
- Get in cardboard boxes and push way out (like hatching from an egg)
- Chicken dance
- Keeping ourselves healthy - think of some hygiene rules when we are around the chicks e.g. wash our hands after touching the chicks.

Creative Development.

- Listening to pieces of music associated with the sea, creating own undersea music. Little mermaid song.
- Under the sea scenes
- Learn about Famous artists who love to use bright bold colours. Kandinsky band Hundtwasser.
- Designing patterns
- Colour mixing
- Printing
- Collage
- Paint rolling
- Observational drawing

Communication, Language and Literacy.

- Texts being used:
Gruffalo's Child
Winter themed stories.
Barty's Scarf
- Songs and Rhymes being used:
Phonics songs- Jolly Phonics.
Alphabet Song...
Nativity songs.
Nursery rhymes
- Respond to simple instructions
- Listen attentively to stories
- Begin to join in familiar nursery rhymes
- Use words and/or gestures
- Listen to and distinguish initial sounds in own name and those of others
- Draw and paint sometimes giving meaning to marks
- Listen to others
- Ask questions
- Begin to distinguish sounds in Jolly Phonics
- Begin to recognise/trace/copy/write own name
- New language
- Frost, ice, snow, cold, melting, freezing, crisp and fresh.

Reception Where does snow go? Autumn 2

Knowledge and Understanding of the World.

- Noticing and discussing about the changes in seasons.
- Investigate and use construction materials
- Ask questions about how snow is made? Melting?
- Use ICT to support learning- create winter scenes.
- Look at animals that live in the colder climates.
- Sensory play with winter boxes.



Personal, Social and Emotional Development

- Choose the correct outdoor clothing for the weather type.
- Continue circle time and calendar activities
- Talk about taking care outside with the different surfaces.
- Discuss feelings about temperature and change of the seasons.
- Discuss feelings about Christmas.
- Hibernation- looking after each other in the cold and preparing for winter.

Physical Development.

- Use small and large equipment and one-handed tools
- Promote fine motor control, hand/eye coordination by using threading activities, puzzles, small construction, etc.
- Move with control and co-ordination and in a range of ways in time to music
- Walking to observe seasonal changes.
- Mark making in the snow/ shaving foam.
- Put on winter clothing. practice using zips and buttons.

Mathematical Development.

- Counting objects and/or actions to 5 (10)
- Match number cards to numbers and/or amounts. Use number socks to order on the washing line.
- Daily counting using calendar, line - up, how many are here/not here today, how many chairs at the table, how many can play here, finger rhymes
- Use size language big/small to differentiate objects/toys
- Look at shapes try to match and name them -circle, square
- Begin to recognise how the shapes are the same/different
- Look at the similarities and differences of 2 groups of objects - how are they different, which group has more...
- Sort socks and gloves into matching pairs.
- Make winter soup using the correct measurements.

Creative Development.

- Be introduced to a wide variety of art materials and how to use them safely
- Decorate pine cones.
- Snowflake paintings. Robin drawings.
- Explore different materials/textures to create collages of own face
- Make bird feeders.
- Explore music, sounds and sing songs with a winter theme.
- Begin to trace/copy/write own name

Communication, Language and Literacy.

- Texts being used:
Goldilocks and the three bears
Peace at Last
From Head to Toe
- Songs and Rhymes being used:
If You're Happy...
If You're Wearing Red...
My Hands...
Heads, Shoulders, Knees...
The Walking Song...
Put your Finger on your Nose...
Finger Play Rhymes...
Alphabet Song...
- Respond to simple instructions
- Listen attentively to stories
- Begin to join in familiar nursery rhymes
- Use words and/or gestures
- Listen to and distinguish initial sounds in own name and those of others
- Draw and paint sometimes giving meaning to marks
- Listen to others
- Ask questions
- Begin to distinguish sounds in Jolly Phonics
- Begin to recognise/trace/copy/write own name

Reception Why do you Love me? Autumn 1

Knowledge and Understanding of the World.

- Look at the past and present in relation to 'self'
- Investigate and use construction materials
- Ask why things happen and how they work
- Use ICT to support learning - create self -portrait on IWB
- Talk about self and immediate family in circle time



Personal, Social and Emotional Development

- Introduce classroom/ school rules and routines showing understanding of other peoples needs including the adults who work in the setting
- Introduce circle time and calendar activities
- Look at personal history 'how have you changed?' photographic evidence (parental involvement/classroom display)
- Empathise with 'Baby bear" (literacy) when reading story and share own family experiences with class during circle time
- Try out new activities and select resources independently
- Show awareness of own and others needs

Physical Development.

- Use small and large equipment and one-handed tools
- Promote fine motor control, hand/eye coordination by using threading activities, puzzles, small construction, etc.
- Mount stairs and steps using alternate feet
- Repeat patterns such as in action rhymes and finger play
- Move with control and co-ordination and in a range of ways in time to music

Mathematical Development.

- Counting objects and/or actions to 5 (10)
- Match number cards to numbers and/or amounts
- Daily counting using calendar, line - up, how many are here/not here today, how many chairs at the table, how many can play here, finger rhymes
- Use size language big/small to differentiate objects/toys
- Look at shapes try to match and name them -circle, square
- Begin to recognise how the shapes are the same/different
- Can you find these shapes in the classroom/corridors
- Draw squares and circles
- Look at the similarities and differences of 2 groups of objects - how are they different, which group has more...
- Sort groups by colour -primary colours

Creative Development.

- Be introduced to a wide variety of art materials and how to use them safely
- Explore 2d and 3d art
- Observational drawings/paintings of faces using mirrors and window panels, noting similarities and differences
- Explore different materials/textures to create collages of own face
- Make 3D structures with construction
- Explore music, sounds and sing songs
- Begin to trace/copy/write own name