



## Overview of planning for Nursery Spring 2 2022

This planning is a guide and open to change throughout the half term following children's' interests.

Topic- Let it grow, let it grow

<b>EYFS Overarching Principles</b>	<b>Unique child</b> – constantly learning, resilient, capable, confident and self-assured.	<b>Positive Relationships</b> – developed through learning to be strong and independent	<b>Enabling environments</b> – with teaching and support from adults, responding to individual interests and needs and building learning over time including strong relationships between practitioners and parents/carters.	<b>Learning and development</b> – children learn and develop at different rates and all children must be provided for.	
<b>Characteristics of Effective Learning</b>	<b>Playing and exploring</b> – I can recognise that my actions have an effect on the world, so I like to repeat them. I can make choices and explore different resources and materials.	<b>Active learning</b> – I can begin to predict sequences because I know routines. I can show goal-directed behaviour	<b>Creating and thinking critically</b> – I can take part in simple pretend play I can sort materials.		
PSED	Maths / Literacy	Communication and language	PD	UTW	EA and D
Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows Increasingly follow rules, understanding why they are important. Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants Is more able to recognise the	Lit Begins to recognise familiar logos from children's popular culture, commercial print or icons for app Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. <b>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</b> <b>Understand the five key concepts about print:</b> -page sequencing -we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word Maths	Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet Developing understanding of simple concepts (e.g. fast/slow, good/bad) Uses language to share feelings, experiences and thoughts Beginning to use word endings (e.g. going, cats) Uses longer sentences (e.g. Mummy gonna work) Continues to make some errors in language (e.g. "runned") and will absorb and use language they hear around them in	Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet Begins to recognise danger and seeks the support and comfort of significant adults Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions  <b>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</b> <b>Can wash and can dry hands effectively and understands why this is important</b> Can mirror the playful actions or movements of another adult or child Gains more bowel and bladder control and can	Beginning to have their own friends Learns that they have similarities and differences that connect them to, and distinguish them from, others Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects Plays with water to investigate "low technology" such as washing and cleaning Uses pipes, funnels and other tools to carry/transport water from one place to another  <b>Developing an understanding of growth, decay and changes over time</b> Shows care and concern for living things and the environment Explore collections of materials with similar and/or different properties.	Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music Creates rhythmic sounds and movements  <b>Taps out simple repeated rhythms</b> <b>Develops an understanding of how to create and use sounds intentionally</b>

<p>impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Develop appropriate ways of being assertive</p>	<p>Recognises that two objects have the same shape Makes simple constructions Pattern Is interested in what happens next using the pattern of everyday routines Measures Beginning to understand some talk about immediate past and future Beginning to anticipate times of the day such as home time, mealtimes Responds to and uses language of position and direction Shape Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Understand position through words alone –for example, “The bag is under the table,” –with no pointing. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty</p>	<p>their community and culture Uses intonation, rhythm and phrasing to make the meaning clear to others Know rhymes, be able to talk about familiar books, and be able to tell a long story. Understands why questions Questions why things happen Use longer sentences of four to six words. Can start a conversation with an adult or a friend and continue it for many turns. Print carries meaning Read left to right Information can be relayed through signs and symbols</p>	<p>attend to toileting needs most of the time themselves. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Can grasp and release with two hands to throw and catch a large ball, beanbag or an object Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm Observe and describe the effect exercise has on your body</p>	<p>Explore and talk about different forces they can feel. Plant seeds and care for growing plants. Talk about what they see, using a wide vocabulary Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</p>	<p>Continues to explore colour and how colours can be changed Join different materials and explore different textures. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing. Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously Plays alongside other children who are engaged in the same theme Remember and sing entire songs</p>
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Books	<b>The Bad Tempered Ladybird' by Eric Carle, '</b> <b>Snail Trail' by Ruth Brown,</b> Titch-Pat Hutchins Olivers vegetables Hungry caterpillar That's not my mummy Little Tiger in the jungle What the ladybird heard Jaspers beanstalk Jack and the beanstalk	Rhymes	Welcome song Goodbye song Days of the week What's in the box?	Celebrations	Mothers day Easter World book day Pancake day Red nose day

Objectives for 2 in black

Objectives for 3/4s in red