



Topic: Growing and Changing

<p><u>Literacy</u> We will be reading stories based on growth and changes in the environment. The children will link their own experiences to books, talk about the characters, make a zig-zag book about how they grow whilst contributing to the class interactive book. Children will:</p> <ul style="list-style-type: none"> - Begin to spot and suggest rhymes. - Join in with repeating phrases. - Count and clap syllables in a word. - Begin to recognise words with the same initial sound. - Write some or all letters of their name. 	<p><u>Mathematics</u> The children will be focusing on:</p> <ul style="list-style-type: none"> - Showing 'finger numbers' up to 5 with a quick motion and no longer counting each finger to identify numbers 1 – 5. - Link numerals and amounts. - Experiment with their own symbols and marks as well as numerals linking this to amounts. - Compare quantities using language 'more than' 'fewer than' 'bigger', 'smaller', 'taller', 'shorter'. - Talk about and explore 2D and 3D shapes in the environment and use these purposefully. 	<p><u>Understanding the World</u> The children will:</p> <ul style="list-style-type: none"> - Explore how things work, looking for clues to explain how to use equipment. - Plant seeds and care for growing plants, knowing that plants need sunlight and water. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Know that they are growing and understand that they were once a baby and are now a child.
<p><u>Physical Development</u> The children will be:</p> <ul style="list-style-type: none"> - Using large-muscle movements to paint and make marks on a larger scale both inside and outside. - Start to take part in some group activities as a leader or in teams. - Choosing the right resources to carry out their own plan. - Continuing to develop their tripod pencil grip. 	<p><u>Personal, Social and Emotional Development</u> The children will:</p> <ul style="list-style-type: none"> - Care for living things, plants and animals. - Care for our nursery, toys, resources, friends, teachers, our local environment and the world. - Increasingly follow rules, understanding why they are important. - Finding solutions to conflicts i.e., two children wanting to play with the same toy. 	<p><u>Communication and Language</u> The children will:</p> <ul style="list-style-type: none"> - Ask questions to understand why things happen and how things work e.g., who, what, when, how. - Know many rhymes and will be able to talk about familiar stories/books. - Understand questions and follow two-part instructions i.e., 'Put your coat on and then your shoes'.
<p><u>Expressive Arts and Design</u> The children will:</p> <ul style="list-style-type: none"> - Create collages/models using scissors, glue, tape, paper and junk. - Explore different materials freely, develop their ideas about how to use them and what to make. - Sing familiar songs related to animals e.g. I'm going to the zoo, Old MacDonald, Five Little Ducks, The Tadpole song. - Design their own instruments to play during singing and performances. 	<p><u>Personal Social Health Education (PSHE)</u> The children will continue to take part in circle times where they learn that everyone has the right to be heard. They will continue developing their understanding by learning:</p> <ul style="list-style-type: none"> -To begin to understand how to stay safe in different places, including outdoors and near roads. -To recognise simple ways to keep themselves safe when using technology. -To talk about caring for the planet and helping others, including understanding the idea of charity. 	<p><u>Ideas for home to support</u></p> <ul style="list-style-type: none"> -Read to your child daily. -Talk to your child about their day and give them small tasks to do around the house to build their independence such as putting on their own clothes or helping to lay the table. - Read stories in both English and their home language. - Talk to your child at home about feelings using words like 'happy', 'sad', and 'angry' or 'worried'. - Support your child to be independent as they get dressed and undressed.