

Spring 2: The Vegetable Patch

Week	Focus of the Week	Week	Focus of the Week
1	Where does a plant come from?	2	What does a plant need to grow?
3	Where do vegetables come from?	4	Why are vegetables good for us?
5	How do we celebrate Easter?		

EYFS objectives to be covered:

Communication and Language	Literacy
Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j Pronounce multi-syllabic words such as 'banana' and 'computer' Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name
Personal, Social and Emotional Development	Physical Development
Learn to use the toilet with help, and then independently. 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. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.	Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools.
Understand the World	Expressive Arts and Design
Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Take part in simple pretend play, using an object to represent something else even though they are not similar.

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Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.
Talk about what they see, using a wide vocabulary.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Maths

Climb and squeeze themselves into different types of spaces. Build with a range of resources.
Complete inset puzzles.
Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'
Notice patterns and arrange things in patterns.
Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
Show 'finger numbers' up to 5.

Books

- Jim and the Beanstalk
- Oliver's vegetables
- Oliver's milkshake
- The enormous turnip
- The tiny seed
- Ten seeds
- We're going on an Easter egg hunt
- The growing story
- The Easter Story

Worship Theme: Forgiveness

Nursery Promise: Listen to a storyteller

Nursery Life Skill: Put own coat on and fasten it.