

Overview of Learning Term 4 2024 (MTP) Squirrels – Nursery Group

Topic –Ready Steady.....Let’s Grow

Core Book – The Hungry Caterpillar by Eric Carle

EYFS Loscoe Promise Enhancement - Growing from seeds and eggs – Butterflies

Wk 3 – Visit from a farm animal (goat/chicken)

Wk 4 - ‘EYFS Visit from Bee Keeper’ (CW)

EYFS Parent Partnership – Play and Stay Session (week 5) – Easter Celebration (Traditional Easter activities)

This term we are learning.....*That some things grow from a seed or an egg and there are changes which occur as they grow and develop. We are coming up to the season of Spring and in Springtime we see changes around us. These can be physical features such as blossom growing on the trees, new life and baby animals being born on the Farm and changes to the weather. In Springtime we celebrate the festival of Easter and may take part in many traditions with our families. We think about the story of the First Easter when Jesus died on the cross.*

Prior Learning: *The children have explored familiar fruits during daily snack time and are able to name basic fruits apple, orange, banana and pear. With adult support during the autumn term, they harvested apples from the trees in the school grounds and a small group made apple crumble. The children have explored naming familiar vegetables within the role play shop. When discussing school dinners or meals at home the children will name simple vegetables such as potatoes or carrots. The older N2 engaged in growing and planting flowering plants (bedding) and runner beans and sunflowers from seed over the summer term in the outdoor continuous provision last year.*

Planned Core Knowledge : (Links from Whole School Core Knowledge cards)

To understand that seeds and plants need water to stay alive and grow

To name a range of common fruit and vegetables available in the local supermarket

To begin to name plants which can be found in their natural environment. (Science)

To know that some creatures grow inside a type of egg and to name some of these.

To know that the baby creature will grow and change inside the egg if it is kept safe.

To know that some creatures continue to change and develop after they have hatched from the egg.

To begin to name the 4 seasons and the main types of weather (Geography)

Jesus died on a cross at Easter. Many Christians wear a cross to remember this. (R.E)

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>*Identify familiar objects when described.</p> <p>* Use an increasing range of vocabulary. • Understand simple 'who', 'what' and 'where' questions.</p> <p>* Enjoy singing, music and toys that make sounds.</p> <p>*Sing an increasing repertoire of songs.</p> <p>*Use talk to organise themselves.</p> <p>*Begin to develop stories using small world equipment</p>	<p>* Follow rules and understand why they are important.</p> <p>* Able to talk and manage their emotions. (Colour Monster board)</p> <p>* Notice and ask questions about differences.</p> <p>* Be increasingly independent in meeting their own needs.</p> <p>* Begin to show more confidence in new situations.</p> <p>* Play cooperatively with others.</p>	<p>*To skip, hop, stand on one leg.</p> <p>*Climb up apparatus using alternate feet.</p> <p>*Use their core muscle strength to achieve good posture.</p> <p>*Use thumb and 4 finger scissors to make snips into paper.</p> <p>*Start eating independently and learning how to use a knife and fork.</p> <p>*Be increasingly independent putting on coats and doing up zips.</p> <p>*Clumps dough together</p>	<p>*Sing songs and say rhymes independently.</p> <p>* Engage in conversation about stories, beginning to learn new vocabulary.</p> <p>* Have a favourite book and seek it out.</p> <p>* Develop play around their favourite and familiar stories using props.</p> <p>* Begin to count or clap syllables in words.</p> <p>Add marks to their drawings that give meaning.</p> <p>*Begin to use print and letter knowledge to write</p>	<p>*Say one number for each item in order.</p> <p>*Know that the last number reached when counting tells how many in total (cardinal principle).</p> <p>* Link numerals to amounts. (1-5)</p> <p>*Subitises 1,2 or 3 objects without counting</p> <p>*Compare quantities using language 'more than', 'fewer than'</p> <p>*Through play and exploration, begins to learn that numbers are made up (composed) of smaller numbers.</p> <p>*Compare sizes using gesture and language, bigger, little, smaller.</p> <p>*Make comparisons between objects related to weight</p> <p>*Talk about and identifies patterns in the environment around them.</p> <p>*Extend and create ABAB patterns</p>	<p>*Begin to talk about members of their family and community.</p> <p>*Continue to develop positive attitudes about the differences between people.</p> <p>*Begin to understand the need to respect and care for the natural environment and all living things</p> <p>*Talk about what they see using a wide vocabulary.</p>	<p>*Draw with more control.</p> <p>*Join different materials to make simple models and explore different textures to express their ideas</p> <p>*Sing the pitch of a song sung by an adult (pitch match).</p> <p>*Play instruments with increasing control.</p>

				*Begin to describe a sequence of events using words such as 'first', 'the			
Week	Week 1	Week 2	Week 3	Week 4	Week 5		
Key question(s) to be explored.	What can we grow and eat? What will we find inside a piece of fruit?	What might grow inside an egg? What changes are happening?	What can we see on the farm at Springtime?	What can the Bees make in Springtime?	How do we celebrate with our families at Easter time?		
'Wow' Words/planned vocabulary to be introduced (tiers 1-3)	eat, grow, garden, water, Fruit, Vegetable	egg, shell, lay, change, hatch, lifecycle,	Farm, Sheep , Horse, Goat, Springtime, young	flowers, bee, honey, hive nectar, collect	Egg, Easter, Jesus, cross, celebrate, Easter bonnet		
Story Book/Text shared as focus	Nursery	The Tiny Seed by Eric Carle The Enormous Turnip – Traditional Tale Oliver's Fruit Salad – Vivian French	Core Book – The Hungry Caterpillar by Eric Carle The Odd Egg by Emily Gravett Lifecycles – Caterpillar to Butterfly – Camilla De La Bedoyere	Noisy Farm – Rod Campbell Dora's Eggs by Julie Sykes	When Spring Comes – Kevin Henkes The Very Greedy Bee – Steve Smallman Honey Bees Busy Day – Richard Fowler	Simple Easter Bible story We're Going on an Egg Hunt – Martha Mumford If I Were The Easter Bunny – Louise Gardner	
		Reception	Core Book- Jack and The Beanstalk Jim and The Beanstalk by Raymond Briggs	Pip and Egg by Alex Latimer (a seed and an egg story – about growing and friendship)	What the ladybird heard by Julia Donaldson What the ladybird heard next by Julia Donaldson	A stroll through the Seasons by Kay Barnham Honey Bees Busy Day – Richard Fowler The Bee Box That Jack Built – Margo Lynn	Easter Bible story My Christian Faith Book Supertato The Great Eggscape
Outline of topic learning	Look at what a seed is and what they need to grow.	Explore and observe the lifecycle of a butterfly	Changes around us in Springtime – walk in school	Recap of the Four Seasons and how we can observe these Seasons in our garden	Share simple version of the Easter story and introduce the symbol of a cross used		

	<p>What can we eat which grows from a seed. Explore different fruit and vegetables, describe and and compare. Explore what is inside a fruit that isn't inside a vegetable (seeds) Taste fruit and vegetables and identify favourite ones. Explore Strawberry plants and plant in a pot (to be moved to garden) to observe changes over time Children to help take care and prepare outdoor garden area ready for planting other items early next term.</p> <p>Prompts, questions and challenge</p> <p>What will the seed need to grow? What will happen if it doesn't have water?</p> <p>What do the fruit and vegetables look like on the outside and on the inside? How are they different?</p> <p>Which fruit or vegetable is your favourite one?</p>	<p>(observe changes from caterpillar stage in net) Compare creatures which grow inside an egg and those which do not. Look at the changes to some creatures growing inside an egg.(Chicken) How do the adults protect and look after their eggs? Why do they sometimes build a nest and what do they use to make it?</p> <p>Prompts, questions and challenge</p> <p>How does the caterpillar change in the story?</p> <p>What can we see happening? What might happen next?</p> <p>What will grow inside an egg? Can we think of something which doesn't grow inside an egg? Where do they grow instead?</p> <p>How do the adults look after their eggs? How do they protect them and keep</p>	<p>grounds to observe signs of Spring. Singing Old MacDonald song – who lived on his farm. Name and match names of farm animals to small world animals/photo cards What events might happen during spring on the farm. (baby animals, farmer planting his crops) Baby chicks hatch from eggs. Introduce Baby animal names – lambs, calves, foals, kids, piglets. Where do these animals grow as they don't grow inside an egg. Enhancement visit – animals from DH farm – goat? chicken?</p> <p>Prompts, questions and challenge</p> <p>What changes can we see happening in the outdoor area at Springtime? What jobs will the farmer need to do in the farm? Who/what else will we see</p>	<p>– changes in weather, temperature, plants, trees, wildlife. -Match sign of the Seasons already observed this school year Autumn, Winter, and now Spring. Weather and how it changes things. Spring Fever song (HBs cd) – identify that wildlife begins to wake up/buzz around again. Identify and name familiar insects/minibeasts seen in the garden. Identify that Bees are attracted to flowers and they are able to collect nectar which can then be turned into honey. Find out about the process of making honey from Bee Keeper (CW?) Why are Bees important and what could we plant to help bees around us.</p> <p>Prompts, questions and challenge</p> <p>What are the four seasons called? Can we remember the current season? How do</p>	<p>by Christians to remember that Jesus died on a cross on Good Friday.</p> <p>Share own experiences of Easter (bring photos from home of any activities taken part in)</p> <p>Explore how Easter is celebrated by others and how it might be celebrated in church - 'My First Easter' to explore the festival and Christianity Faith</p> <p>Easter traditions – egg hunt, collecting Easter chocolate eggs, egg rolling, making Easter bonnets and having parades.</p> <p>Easter songs – singing of new life and signs of Springtime</p> <p>Prompts, questions and challenge</p> <p>What do you do to celebrate Easter at home with your family?</p>
--	--	---	---	---	--

	How is the plant changing as we water it and take care of it?	them safe and warm? What could happen if not? Why do some adults build a nest? What might they use? What could we use to build a nest at nursery?	happening on the farm? Where does a chicken come from? How does it change as it grows? Can you name the animals? Which baby belongs to the adult animal? What are they called? Where do these animals grow?	we know it is Springtime when we look outside in our garden? What is the weather and temperate outside like? Why do we see more insects and minibeasts? Why is it important to protect Bees? What do they help to make?	Which is your favourite type of Easter egg? Why do people give eggs at Easter? Symbol of new life like when Jesus was risen.
Literacy – Story Book Focus reading/writing	Mark making – ‘My favourite fruit or vegetable’	Ordering simple picture lifecycle of an egg	Mark making – ‘Who lives on a Farm’ – draw and mark make labels for animals	Ordering the 4 seasons. Matching signs of Spring to the season.	Mark Making – ‘How will I Celebrate with my family at Easter’
Phonics (RWI)	Oaks (N2) RWI introduce letter – v Sounding, blending and segmenting activities and games. Acorns (N1) RWI introduce letter – m Early Phonics activities linked to Letters and Sounds	Oaks (N2) RWI introduce letter – y Sounding, blending and segmenting activities and games. Acorns (N1) RWI introduce letter – a Early Phonics activities linked to Letters and Sounds	Oaks (N2) RWI introduce letter - w Sounding, blending and segmenting activities and games. Acorns (N1) RWI introduce letter – s Early Phonics activities linked to Letters and Sounds	Oaks (N2) RWI introduce letter – z Sounding, blending and segmenting activities and games. Acorns (N1) RWI introduce letter – d Early Phonics activities linked to Letters and Sounds	Oaks (N2) RWI introduce letter – x Sounding, blending and segmenting activities and games. Acorns (N1) RWI introduce letter – t Early Phonics activities linked to Letters and Sounds
Mathematics	Composition of numbers 4 and 5 and Subitising Composition of number Sing 5 Little Speckled Frogs/5 Currant Buns and match numerals to the song.	Count and match to 5 and composition Display the Rainbow Colour Picture Cards (CS) and a variety of coloured objects, such as craft pom poms, buttons, counting cubes and beads. Invite the children to pick one	Exploring weight – comparing and ordering Read Harry and the Bucketful of Dinosaurs story (linking Dinosaurs as something which grew inside an egg in prehistoric times) introduce a bucketful of dinosaurs saying	1 less – Counting from 5 Display five toy dinosaurs and teach the children the dinosaur rhyme. Take away one dinosaur each time and support the children to see how the group of dinosaurs gets smaller by one each time.	Repeating Patterns (ABAB) Sing clap your hands and wiggle your fingers.....now you’ve made a pattern (add in different actions) Show different colour patterns using multi link cubes or Duplo.

<p>Use a log and some blue fabric as a pond with 5 speckled frogs. Give different scenarios with a number of frogs on the log and the rest in the pond. Children to explore different ways of making 4 and 5. Use Stem sentencefrogs on the log and frogs in the pond makes frigs altogether.</p> <p>Model recording the numbers on a small white board.</p> <p>Prompts, questions and challenge *How many are frogs can you see on the log? In the pond? *How many can you see altogether? *If there are 2 frogs on the log, how many will be in the pond? *If there are 3 frogs on the log, how many will be in the pond?</p> <p>Subitising Use subitising spring photo cards. Ask children to say how many they can see.</p> <p>Extend to matching the numeral to each photo and finding a different way to represent the number: with</p>	<p>of the picture cards in their favourite colour and say the number that is represented in the picture. Then, ask them to count out the correct number of objects to match the number of dots shown in the picture.</p> <p>Support the children with accurate counting and encourage them to notice how the different numbers are made. For example 'There are five blue circles. There are four around the edge, and one in the middle. Four and one equals five.' Add wooden numerals or numeral cards for the children to start to match amounts and numerals together.</p> <p>Prompts, questions and challenge *How many dots are on your card? *My card has two dots. Does your card have more or less dots? *I have three green dots, and I have got two buttons. How many more buttons do I need to make three? *Can you count out four beads?</p>	<p>that it is very heavy because there are so many in it. Use dinosaurs of different sizes and weights and explore ordering the dinosaurs according to weight using the balance scales. Recap how the balance scales show us which is the heaviest objects/lightest object by going up or down Extend to order by height.</p> <p>Prompts, questions and challenge *How could we make the bucket lighter? *Can you guess which might be the heaviest/lightest dinosaur? *How do we know which is the heaviest or lightest looking at the balance scales? *Which is the lightest. Heaviest? Can we order them. *How else could we order them? What other differences can we see? (height/size) *Can we describe the dinosaurs weight/height?</p> <p>How many bricks heavy? (non standard measures)</p> <p>Use the bucketful of dinosaurs from earlier in the week and</p>	<p>Encourage the children to show the number of dinosaurs each time on their fingers. Match the numeral card up for each amount left. Dinosaur rhyme Five enormous dinosaurs roar, roar, roar. One ran away, then there were four. Four enormous dinosaurs munching on a tree, One went to play, then there were three. Three enormous dinosaurs waiting in a queue, One got bored, then there were two. Two enormous dinosaurs going for a run, One fell down, then there was one. One enormous dinosaur he thinks he's a hero, But he fell into a swamp, and now there are zero. Extend to give different scenarios making 1 less there were five dinosaurs in the swamp, one left to find some lunch – show the number left using own fingers and matching with numeral card.</p>	<p>Can the children identify and describe the pattern and say which pattern will come next?</p> <p>Children to have a pattern to complete with a partner and have a few bricks to choose from to complete it.</p> <p>Share a problem....The Easter Bunny needs to paint his Easter Eggs in repeating patterns using two colours. Demonstrate using an egg template. Children to then have a go at creative table (assess knowledge of AB patterns)</p> <p>Prompts, questions and challenge *What pattern can you see? *What would come next in the pattern, how do you know?</p> <p>Exploring length/distance and using appropriate vocabulary to describe</p> <p>How far will it roll? Egg rolling activity</p> <p>Introduce the egg rolling activity using a set of</p>
--	---	---	---	--

	actions, vocal sounds, objects, Numicon		<p>explore measuring weight using blocks/Duplo. Show the children how the scales balance when both sides of the scales are equal weights.</p> <p>Extend to put the bricks in a tower for each weight so children can see the difference in weight. Ask which is heavier how do we know looking at the towers? How much bigger (look at the difference)</p> <p>Prompts, questions and challenge *Can you remember which dinosaur was the heaviest/lightest? *Can you guess how many bricks heavy the dinosaur might be? *How much heavier is ,,,,,,thandinosaur? Count difference in bricks in towers.</p>	<p>Prompts, questions and challenge</p> <p>*There were five dinosaurs, and one has gone away. How many are left?</p> <p>*Can you show me with your fingers how many dinosaurs there are left? *Can you count down from five to zero?</p> <p>More/less – counting with accuracy to 6 Introduce a laminated set of Stegosaurus (without spikes) templates. Ask the children what is missing off their back? Use a dice to add different numbers of spikes to their back using pegs. Find the numeral to match each dice number and collection of pegs. Encourage the children to compare the number of spikes that each of the dinosaurs has. Find out who has the most and the least amount of spikes.</p> <p>Prompts, questions and challenge</p> <p>*I wonder which number is bigger? Three or five?</p>	<p>instructions reinforcing time language (first, then, next, finally)</p> <p>Children to take turns in small groups to roll their egg across the ground. Identify which egg has rolled the furthest or shortest distance. Use strides/footsteps to count how far it has travelled.</p> <p>Prompts, questions and challenge *What do we need to do first, next, then, finally? *Which egg has rolled the longest distance? *Which has rolled the shortest distance?</p>
--	---	--	--	--	---

				<p>*Whose dinosaur has the most spikes? *I've got three spikes on my dinosaur. Have I got more or less than you?</p>	
Mathematical Vocabulary covered	<p>one, two, three, four, five, number, numeral count, how many, altogether, more, less</p>	<p>Count, how many, number, numeral. Match, more, less, fewer. One, two, three, four, five</p>	<p>Heavy, light, heavier, heaviest, lighter, lightest, weight, balance scales, weigh, weight. Order, size, height, tall, taller, tallest, short, shorter, shortest, small, smaller, smallest, big, bigger, biggest, medium</p>	<p>number, dice, spots, match, count, numeral, more, less, fewer, bigger, smaller</p>	<p>Pattern ,repeat, repeating, colour names, how far, distance, longest, longer, shortest, shorter, further, furthest, measure, count, stride, footstep</p>
Enhancements to continuous provision	<p>Prepare and taste a fruit salad, Compost in tuff spot with root vegetables to explore,printing with fruit and vegetables, painting favourite fruit and veg, observational drawings of seeds inside fruit, garden/Enormous Turnip small world, The Enormous Turnip story sequencing board and stick puppets to retell the story, JATB story book and puppets, measuring strawberry plants using non standard measures, fruit and veg shop with price labels to 5p and 1p coins, Strawberry</p>	<p>Exploring caterpillar lifecycle set, ordering lifecycle of a caterpillar cut and stick, Minibeast lotto/ matching games, Garden and minibeast small world with writing opportunities 'What can we spot?', Butterfly and Caterpillar counters match and count to numerals to 5, Busy fingers activity – rolling dough 'caterpillars' to add to a leaf. Pick up the pipe cleaner caterpillars using tweezers, using coloured butterflies and caterpillars to make patterns, butterfly symmetry paintings,</p>	<p>farm small world, matching adult animals and their babies, Farm Shop roleplay, diggers and tractors with cereal tuff tray (Weetabix hay bales), animal wash in water tray, Busy Fingers stack the hay bales (Mini Wheatibix), play dough with animal cutters to create a farm scene, painting farm animals using life like colours, box craft create a farm vehicle for the Faremer, Old MacDonald Lotto game, Old Mac Donald stick puppets, baby animal jigsaws, I pads to take own photographs of</p>	<p>Create a Seasons wheel – discuss events of each season, painting favourite season, dress the person for the season, Make a class Bee home for the garden area, planting flower seeds for the bees, save the bees posters, , Printing with hexagons to create honey comb, Beebot with RWI letter cards, Count the bees into the hive, Busy Fingers roll the dough and stack to create a Bee Hive, Texture pictures of Bees, paper mache Bees.</p>	<p>Easter Bunny Egg Hunt Role play, Church small world with house and family play people, Christianity artefacts to explore, Make Easter cards, hard boiled egg decorating, Egg rolling and measuring and comparing distance rolled, Busy Fingers – roll play dough eggs for the Easter basket, Using tweezers to pick up the small eggs,Count the eggs into the number baskets, Create a pattern on an Easter egg, match the symmetrical egg pieces, Marble printing eggs, Sensory play – eggs</p>

	Basket roll a dice game (HBs) and count the strawberries to match. Add the seeds to the strawberry using dot stickers/dabbers. Planting Strawberry plants in window box.	lifecycle jigsaws, observational drawings when observing the lifecycle of real caterpillars, exploring lifecycle non fiction books.	farm animals on visit, laminated animal photographs to add emergent writing/mark making labels		with spoons,whisks and sieves
--	--	---	--	--	-------------------------------