
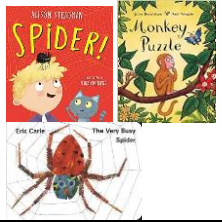
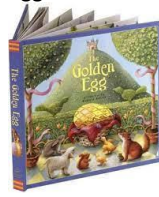

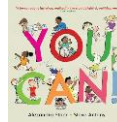


EYFS – Nursery – What’s Outside? Medium Term Spring 2 Overview

	Week 1 St David’s Day	Week 2 World Book Day Mother’s Day	Week 3 Science – Time Lifecycles of pea and butterfly St Patrick’s Day	Week 4 Book Fair	Week 5 Easter
	Wow starter: Finding an egg...				Wow finisher: Hatching caterpillars
Quality Texts	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> 	<p>Engage in extended conversations about stories, learning new vocabulary The Very Hungry Caterpillar, Monkey Puzzle</p> 	<p>Engage in extended conversations about stories, learning new vocabulary Oliver’s Vegetables Big Book of Bugs, First book of Fabulous Facts: Mini-beasts, Handa’s Surprise</p> 	<p>Understand three key concepts about print: - print has meaning - the names of the different parts of a book - page sequencing -The Very Quiet Cricket, The Very Busy Spider,</p> 	<p>Engage in extended conversations about stories, learning new vocabulary Books about eggs and hatching</p> 
PSHE	<p>I will talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. I will understand gradually how others might be feeling.</p> 	<p>I will increasingly follow rules, understanding why they are important.</p> 	<p>Healthy eating Eating fruit and vegetables, a rainbow every day. Ebug Programme/ EYFS Spread of Infection and Micro-Organisms</p>	<p>I will develop a sense of responsibility and membership of a community.</p>  <p>Community Safety Campaign- ‘Don’t drop litter, put it in the bin’</p>	<p>I will understand gradually how others might be feeling.</p>  <p>I will select and use resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.</p> 
SLC	<p>Enjoy listening to longer stories and can remember much of what happens. Retell and act out the story of The Very Hungry Caterpillar.</p>	<p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Use a wider range of vocabulary Vocabulary linked to growing, size and pattern</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary Naming and describing</p>	<p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Use a wider range of vocabulary Vocabulary linked to</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Talking about Easter, story of Easter.</p>


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		<p>First, then, next Days of the week Know many rhymes, be able to talk about familiar books, ‘A Caterpillar’s Very Crawly’</p>	<p>fruit and vegetables Twinkl vegetable and fruit songs and PowerPoint</p>	<p>spiders and shape, position Know many rhymes, be able to talk about familiar books, ‘Incy Wincy Spider’</p>	<p>Know many rhymes, be able to talk about familiar books, ‘Two Little Dicky Birds’...(butterflies, caterpillars)</p>
Physical Development	<p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues. Daily Wake and Shake Catching large balls</p>	<p>I can use large-muscle movements to wave flags and streamers, paint and make marks. Making eggs-dough disco- Rolling Running</p>	<p>I can use large-muscle movements to wave flags and streamers, paint and make marks. Printing with fruit and vegetables,</p>	<p>I know how to use a comfortable grip with good control when holding pens and pencils. Walking backwards and sideways Finger, thumb isolation Spinning wool spider Drizzle glue webs</p>	<p>I know how to use one-handed tools and equipment, for example, making snips in paper with scissors. Scissor skills to create Easter cards. Cut along a solid line</p>
Reading	<p>Develop their phonological awareness, so that they can: recognise words with the same initial sound To hear initial sounds in words To blend sounds to make short words <i>Metal Mickey-using a parrot</i> <i>Cross the River</i> <i>Animal syllables</i></p>	<p>World Book Day. Engage in extended conversations about stories, learning new vocabulary. The Very Hungry Caterpillar. Story sack To name and describe sounds in the environment. To name and describe instrumental sounds. <i>Earwiggling</i> <i>Bug in a Rug</i></p>	<p>Develop their phonological awareness, so that they can: count or clap syllables in a word Recount, sequencing and prediction To copy a sequence of body percussion sounds <i>Caterpillar Capers</i></p>	<p>Develop their phonological awareness, so that they can: count or clap syllables in a word To hear syllables in words To keep time with a simple beat <i>Move Like a Minibeast</i> <i>Incy Wincy Spider</i></p>	<p>Develop their phonological awareness, so that they can: recognise words with the same initial sound To hear initial sounds in words. <i>Spiders Web</i> <i>Playdough Bugs</i></p>
Writing	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Chalk outside. Colouring welsh flags and daffodils. Drawing caterpillar eggs.</p>	<p>Write some or all of their name. Use some of their print and letter knowledge in their early writing. Writing names using whiteboard pens, chalk, pencil. Writing name in Mother’s Day cards</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Drawing and labelling favourite fruit and vegetables Careful colouring Irish flags</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Drawing and labelling minibeasts</p>	<p>Use some of their print and letter knowledge in their early writing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Drawing caterpillars and butterflies Write some or all of their name Writing name in Easter cards</p>
Maths	<p>Solve real world mathematical problems with numbers up to 5 One less Five Currant Buns How many? Representing Zero</p>	<p>Solve real world mathematical problems with numbers up to 5 Composition of numbers to 5 Sequencing days of the week</p>	<p>Solve real world mathematical problems with numbers up to 5 Composition of numbers to 5</p>	<p>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’,</p>	<p>Solve real world mathematical problems with numbers up to 5 Composition of numbers to 5 (2 groups)</p>

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		linked to Very Hungry Caterpillar	Sequencing days of the week linked to Very Hungry Caterpillar Comparing numbers to 5	‘fewer than’ Equal and unequal groups	Solve real world mathematical problems with numbers up to 5 How many altogether?
The Natural World	Talk about the differences between materials and changes they notice. Observing changes in seasons TAPS- ‘Mud Kitchen Menu’; materials; planning/ doing/ reviewing. Explorify-Zoom in, zoom out https://explorify.uk/en/activities/zoom-in-zoom-out/hello-spring daffodil Explorify-Zoom in, zoom out https://explorify.uk/en/activities/zoom-in-zoom-out/shiny-sections worm	Understand the key features of the life cycle of a plant and an animal. Life cycle of a butterfly; Hatching caterpillars and butterflies, caterpillar, butterfly, Explorify-Zoom in, zoom out https://explorify.uk/en/activities/zoom-in-zoom-out/watery-home frog	Talk about what they see, using a wide vocabulary. Life cycle of a pea Making fruit ‘rainbow’ kebabs, printing with fruit and vegetables, handling real fruit and vegetables in role play shop linked to The Very Hungry Caterpillar and Handa’s Surprise Explorify-Zoom in, zoom out https://explorify.uk/en/activities/zoom-in-zoom-out/speckled-and-soft horse	Begin to understand the need to respect and care for the natural environment and all living things Finding and naming mini-beasts on and around the oak tree To know the oak tree is home to lots of different animals and mini beasts Explorify-Zoom in, zoom out https://explorify.uk/en/activities/zoom-in-zoom-out/small-and-hairy spider	Begin to understand the need to respect and care for the natural environment and all living things -Planting mini-beast friendly plants Finding and naming mini-beasts. Where are they? What do they need? How do they move? RSPB- Wild Challenge- ‘build a bug hotel’ (see separate planning) Talk about what they see, using a wide vocabulary. Explorify-Zoom in, zoom out https://explorify.uk/en/activities/zoom-in-zoom-out/brown-hair rabbit https://explorify.uk/en/activities/zoom-in-zoom-out/fluffy-and-white rabbit
People and Communities	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Post card from Wales from TGBM-St David’s Day Continue developing positive attitudes about the differences between people Hymn; This Little Light	Show interest in different occupations Hymn; This Little Light	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Post card from Ireland – St Handa’s Surprise Patrick’s Day Fruit and vegetable shop, filling bags and boxes through role play	Continue developing positive attitudes about the differences between people Conversations about family, same sex parents Hymn: Sow a Seed	Continue developing positive attitudes about the differences between people Christianity-Easter story. My Special Things My Life Christianity-Easter story.
Past and Present					
Creative	Listen with increased attention to sounds. Respond to what they have heard, expressing	Explore different materials freely, develop their ideas about how to use them and	Play instruments with increasing control to express their feelings and	Explore different materials freely, develop their ideas about how to use them	Explore different materials freely, develop their ideas about how to

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	<p>their thoughts and feelings.</p> <p>St David’s Day – Harp music Observational drawings of daffodils for Mother’s Day cards</p>	<p>what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>Threading 3D caterpillars for Easter cards</p> <p>I can listen with increased attention to sounds - Music linked to Word Wise</p>	<p>ideas.</p> <p>Tempo; slow to fast, Dynamics loud/quiet</p> <p><i>Slow Snail</i> by Mary Murphy</p> <p>Use to introduce and support understanding of the concept of slow tempo (speed)</p>  <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings</p> <p>St Patrick’s Day – Irish dance music, fast tempo</p> <p>Printing fruit and vegetables</p>	<p>and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>Jackson Pollock. Pattern/colour, Symmetrical printing butterflies for Easter cards</p>	<p>use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>Moving head for symmetry butterfly for Easter cards</p> <p>Making grass for Easter card-cutting fringe</p>
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