

## Mathematics

- \*Know that the last number reached when counting a small set of objects tells you how many there are in total.
- \*Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. Encourage cardinality when planting seeds.
- \*Experiment with their own symbols and marks as well as numerals.
- \*Solve real world mathematical problems with numbers up to 5 Compare quantities using language: 'more than', 'fewer than'.
- \*Make a role play shop/garden centre and encourage counting 'coins' and flowers and different quantities.
- \*Begin to notice different sizes and use simple measurement to find out which beanstalk is tallest.

## PSED

- \*Children will take responsibility for the care of our seedlings.
- \*Notice and discuss the differences between each other; height, hair colour.
- \*Link to healthy eating and exercise to help our bodies grow.
- \*Talk about change as we grow, Link to TVHC

## Literacy/Phonics/Little Wandle

- \*Experimenting with voice sounds
- \*Continuation of oral blending games
- \* Identify initial sounds u r h f l j
- \*CVC Oral blending
- \*Recognise the capital letter at the front of their name.
- \*Begin to make marks similar to the letters of their name
- \*Use pictures from familiar books as clues when retelling the story
- \*In Key Worker time, share information books about growing, spring etc
- \*Continuation of daily Book Banter (3 pm share a story and then read individually or in pairs a story of your choice) One child to have the responsibility of handing out books and tidying away. (Book Monitor)

## Communication and Language

- \*Children will understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- \*Children will use 'I wonder what will happen if' and answer questions like 'what will happen if I water this plant?', 'what will happen if I don't water it?'
- \*Children will use their personal experience to share knowledge about growing plants.
- \*Children will explore and discuss various spring-themed resources such as blossom and spring flowers.
- \*Set up a garden centre role play and provide opportunities for gardening and planting. Children will be encouraged to take turns, start conversations and organise their play.
- \*Take the children on a spring walk, listen to sounds of nature.

## Expressive Arts and Design

- \*Children will use their imagination in play; make a garden centre with plants
- \*Make a nest for a chick
- \*Look at some spring flowers and paint my own version.
- \*Make a Mother's Day card for someone I love.
- \*The children will self-select resources to make an Easter Bonnet.

## Physical Development

- \*Forest School sessions
- \*Daily wake and shake up sessions
- \*Gross motor activities outside – climbing frame, bikes, assault courses, bats and balls, mini hurdles
- \*Learning to run, ride, climb, jump and balance safely
- \*Sand and water play
- \*Daily mindfulness / yoga
- \*Children will use large muscle movements by creating dance with colourful streamers (using Vivaldi's The Four Seasons)
- \*Select tools for planting, use gross motor movements for digging and fine motor skill for planting seeds.

## Understanding the World

- \*Daily discussion about the weather, day of the week and month of the year.
- \*Plants seeds and notice what they need to grow.
- \*Notice and explore signs of spring and growing plants.
- \*Look at different life cycles (frog and caterpillars). Create a pond scene in a tuff tray using bubble wrap, plants and small world frogs
- \*Explore and celebrate different springtime festivals. (Holi, Easter and Mother's Day)

## Sparkling start:

Let's look for signs of Spring!

## Marvellous Middle:

Let's plant some spring flowers and learn how to care for them!

## Fabulous Finish:

Let's perform a spring dance!

## Preschool Term 4

I can notice signs  
of Spring

