

NURSERY TOPIC WEB

SPRING 2

Personal Social Emotional Development.

Learning objectives:

Children can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Enjoys responsibility of carrying out small tasks.

Is more outgoing towards unfamiliar people and more confident in new social situations.

Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.

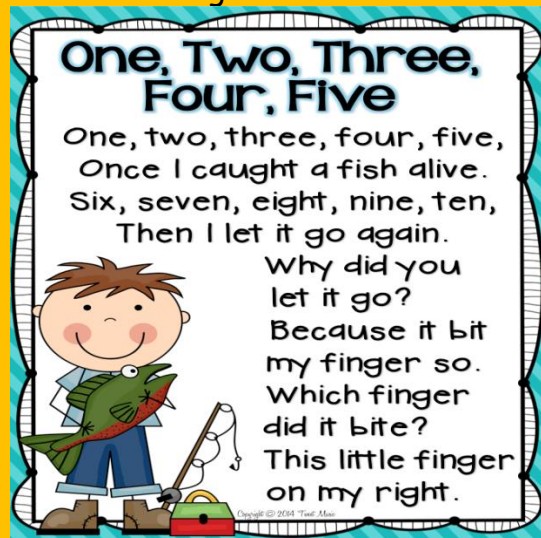
Communication and language

Learning objectives:

Listens to stories with increasing attention and recall.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Learns new words very rapidly and is able to use them in communicating.



One, Two, Three, Four, Five

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right.

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Physical Development

Learning objectives:

Beginning to use three fingers (tripod grip) to hold writing tools.

Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

Can stand momentarily on one foot when shown.



Are eggs alive?

This half term, we'll head outside for a spring walk to see and explore a range of plants. We'll plant, care for and observe a range of seeds. What do they need to grow? Before we draw and paint them, we'll smell and gently touch spring flowers, using hand lenses to identify petals, stems and leaves.

We will also look at different sizes and texture of eggs, and what animals lay eggs.

Literacy

Have some favourite stories, rhymes, songs, poems or jingles.

Looks at books independently.

Handles books carefully.

Give meaning to the marks that they make for example, a letter, number or their picture.



Understanding the world

Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Shows care and concern for living things and the environment.

Notices detailed features of objects in their environment.

Expressive art and design

Beginning to be interested in and describe the texture of things.

Uses available resources to create props to support role-play.

Captures experiences and responses with a range of media, such as paint and other materials or words.

Paint symmetrical print of butterfly using different colours of paints.



Numeracy

Knows that a group of things changes in quantity when something is added or taken away.

Shows interest in shapes in the environment.

Label flower pots with the numbers 1-5. Provide dried or brightly coloured beans for counting activities.



Parent and carers;

Help your child prepare for their project Spring has sprung! Why not visit a local farm together to see cute baby animals. Can you feed or hold one? Which babies hatched out of eggs? You could also monitor the plants in your garden or a local park over a number of days. Which ones are growing fast? Have any started to bloom? Alternatively, try out some springtime recipes in the kitchen. Spinach omelettes and spring pea soup are both delicious!



Books you can read with your child.

Poems about Seasons - Brian Moses

Spring - Gerda Muller

The Chicken and the Egg - Allan Plenderleith

Growing Frogs - Vivian French

We're Going on an Egg Hunt - Laura Hughes

What Can You See in Spring? - Sian Smith

The Very Hungry Caterpillar - Eric Carle.

