

Communication and Language:



- Learns new vocabulary linking to planting and growing and uses it in their independent play.
- Learn silent signals (MTYT, partner talk, magnet eyes)
- Sing a repertoire of 10+ songs.
- Use talk to organise themselves and their play: 'Let's go on a bus... you sit there... I'll be the driver.'
- Use longer sentences of six or more words.

Understanding the world:



- Comment on seasons and change.
- Plant seeds and care for growing plants.
- Spend time in the allotment, forest and garden and show care and concern for our natural world and be able to explain why and how we look after it.
- Understand the key features of the life cycle of a plant.
- Enjoy spending time in our natural world and make observations, question, experiment, compare, discuss, reason and justify.
- Use cooking to explore healthy eating and natural foods- where does our food come from?
- Begin to understand the need to respect and care for the natural environment and all living things.

Literacy:



- Write the first letter of their name.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Read a range of stories and discuss them in detail. Think about the characters, the setting and the plot.
- Read non-fiction books to find out information about growing and mini beasts.
- Develop their phonological awareness and for those ready, start to look at Phase 2 phonics with RWI.
- Spot and suggest rhymes.
- Count or clap syllables in a word.
- Continue with Scribble Club, promoting using some recognisable letters.

Personal, Social and Emotional Development:



- Make healthy choices about food, drink, physical activity and tooth brushing. Make their own foods using natural produce and discuss in detail.
- Understand gradually how others might be feeling and reflect this within their own actions.
- Looking after our planet.
- Explore 'relationships' in this term of Jigsaw and consider our friends, family, peers and community.
- Begin to independently use a sand timer to support them in turn taking.
- Reflect on how we have grown overtime. Explore personal achievements, strengths we are proud of and future goals.

Term 5

Sweet Spring

The Tiny Seed

The Hungry Caterpillar

Bee and Me / Tadpole's Promise

Oliver's Vegetables

Jasper's Beanstalk



Physical Development:



- Collaborate with others to manage large items, such as moving a long plank safely, or carrying large hollow blocks.
- Encourage children to be highly active and get out of breath several times every day.
- Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.
- Dance / moving to music
- Show a preference for a dominant hand.
- Engage in a range of fine motor activities and continually improve control and co-ordination (threading, cutting, weaving, playdough, etc).
- Begin to develop pencil grip and letter formation.

Expressive Arts and Design:



- Look at two famous artists and paintings of flowers (Van Gough- Sunflowers and Monet- Waterlilies). What is similar and what is different? Which other flowers can we create pictures and paintings of?
- Still life paintings of Oliver's vegetables.
- Play instruments with increasing control to express their feelings and ideas.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Exploring Texture and 3D Form – creating models and structures using recycled material (mini beast focus / bug hotels)
- Engage in kneading, pulling, pressing, squashing and flattening when using play-dough, clay and cooking.

Mathematics:



- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Consolidate number work covered so far and continue solving real world mathematical problems with numbers up to 5.
- Sing counting songs and play counting games.
- Develop their understanding of measure through length, weight and capacity.