

Topic web- Spring 2 – Growing and Senses

Communication, Language and Literacy

- Listening to songs and rhymes with growing/senses theme (see below)
- Using and responding to new theme related vocabulary (using single word/two-word phrases and simple sentences)
- Talk about our play and topic related objects using simple structured sentences.
- Using language to request help.
- Developing social communication skills to interact with familiar adults and peers.
- Begin to ask simple questions.

Personal, Social and Emotional development

- Sharing baby photos of each other.
- Developing interaction skills with peers.
- Develop communication skills while playing with peers.
- Accepting rules and routines independently.
- Accepting adult direction independently.
- Choosing resources to use independently.
- Demonstrating care and concern for things in the environment – plants/ mini beasts etc.
- Begin to interact with a wider variety of children.

Songs/music:

- When I grow up.
- The tiny caterpillar.
- The five senses song.
- I spy.
- Five senses.
- What do you hear? – Super simple songs.
- What do you see?

Physical development

- Continue to develop independence putting on and taking off own coats/shoes/socks.
- Developing independence in self-care – toileting, washing hands etc.
- Changing clothes/shoes for digging activities.
- Moving in a variety of ways.
- Running and jumping safely.
- Feeding ourselves with knives and forks.

Mark Making/ Fine motor skills:

- Continuing to explore mark making tools.
- Learning to hold a pencil with a pincer grip.
- Learning to write letters from our name independently.
- Digging and planting seeds.

Characteristics of Effective Learning

- Observing pupils interaction with peers and familiar adults.
- Observing the children's interests in general and in relation to the topic.
- Observing the children in relation to their focus and attention during activities.
- Observing the children's ability to persist during an activity which requires persistence.
- Observing the children's problem solving skills.
- Observing the children's ability to make links in their learning.

Expressive arts

- Developing role play skills.
- Explore different materials and textures.
- Continue to explore the different marks we can make with mark making tools and our fingers in a variety of media.
- Creating representations in our drawings.
- Explore the sound of different instruments.
- Explore construction materials to build and balance.
- Dancing and ring games.
- Parachute games.
- Using tools for specific purposes.

Mathematics

- Number recognition.
- Counting objects with 1:1 correspondence.
- Comparing quantities using topic related objects.
- Writing numbers independently.
- Using mathematical language, 'more' and 'less' etc.
- Ordering objects by height/length.
- Ordering objects by weight/capacity.
- Going on shape hunts in our environment.
- Sorting objects by size and use the words 'big' and 'small'.
- Using positional language.
- Measuring short periods of time.

Understanding the world

- Explore and talk about photos of the children as babies.
- Talk about significant events in our lives.
- Talk about the changes from when we were babies.
- Begin to explore the differences between ourselves and others.
- Explore natural objects found in our environment – leaves, sticks, stones etc.
- Explore our senses with a range of new experiences.
- Tasting new foods.
- Using computers to complete age related tasks.
- Using iPads to complete age related activities.

Literacy

- Exploring books, including non-fiction books relating to our topic.
 - Understanding that books can be used to retrieve information.
 - Writing labels and captions.
 - Talking about our writing/drawing with adults.
 - Copying and learning to write our names independently.
- Books:**
- Oliver's vegetables.
 - I will never, not ever eat a tomato
 - Handa's surprise
 - I used to be a baby.
 - The tiny seed.