

Tiny Steps
Term: Summer 1 2026
Unit Title: Spring

Key Vocabulary:

Tier 1 spring, plant, flower, grow, leaf, clouds, dandelion, raindrops, spade, growth, trumpet whistle, seeds, turnips, enormous, beanstalk, bean, giant harp, axe, hatch, ducking, swan, nest, frog, pond,
Tier 2 dandelion, scamper, chirp, weeded, chopped, tricked, grumbled, lily pad,

Key Texts



	Learning Opportunities	Planned Activities to Deliver	End Point	Vocabulary
PD	Gross Motor Skills <ul style="list-style-type: none"> • Provide various sized balls for outdoor area to catch, throw, kick • Large climbing equipment 	Climbing Frame Balance beams Various sized containers	Shows control in holding and using jugs to pour, Continue to develop their	Positional vocabulary in play: over, under, on top, Comparison math



	<ul style="list-style-type: none"> • Encourage children to make obstacle courses • Provide resources and equipment to learn to fit themselves into spaces, like tunnels, dens and large boxes and move around in them • Provide push along wheeled toys, scooter, tricycle 	<p>to pour and fill</p> <p>Large pegs, crates, boxes to build and make dens, obstacle course or structures for independent play eg. bed</p>	<p>movement, balancing riding (scooters, trikes and bikes) and ball skills</p> <p>Climb up apparatus using alternate feet</p>	<p>language: short, long, small, big</p>
	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Provide a range of craft materials for children to explore • Sensory trays with malleable materials, for children to manipulate • Provide a variety of mark making equipment: brushes, squeezey bottles, chalks, pens, sponges • Opportunities to dress and undress for indoor/outdoor play 	<p>Mud trays. Spring flower basket Sensory trays: loud dough, rice/pasta play, scented water, gloop, shaving foam</p> <p>Finger print flowers Playdough themed mats Collage pictures</p> <p>Dough Disco</p> <p>Lunch: getting food out</p> <p>Squiggle Wiggle</p> <p>Threading Junk modelling</p>	<p>Make connection between movement and mark</p> <p>Begin to make marks using a range of tools</p> <p>Self-autonomy: manage buttons, zips, wellies, waterproofs, pour drinks</p> <p>Develop manipulation and control</p> <p>Explore different materials and tools using senses to explore Develop their ideas about how to use them and what to make with them</p>	<p>Spade, grow, flower, plant, stem, weed, weeded</p>


		Varied sized beakers, sieves, cups for pouring	Use all their senses in hands on exploration of natural materials	
C&L	Listening Attention and Understanding <ul style="list-style-type: none"> • Reading the key texts in provision • Phonics sessions • Sharing books with an adult 	Daily song and rhyme time Reading key texts as a group Finding placemat with name for snack and lunch Finding name on peg and storage box.	Show interest in play with sounds, songs and rhymes Pay attention and respond to the pictures or words Notice some print, first letter in name, familiar logo Enjoy listening to longer stories and can remember much of what happens	trumpet whistle, seeds, turnips, enormous,beanstalk, bean, giant harp,axe, hatch,ducking, swan, nest, frog, pond
	Speaking <ul style="list-style-type: none"> • Teaching vocab in AOP with enhancements based around topic • Explore topic based stories • Give the children the opportunity to talk about past photos from home, pictures/photos in the setting • Discuss chosen stories and picture 	Discuss photos/pictures in the setting Discuss what we notice in the spring. Discuss what has happened to the seeds we have planted. Compare winter to spring	Use language to share feelings, experiences and thoughts, Holds a conversation jumping from topic to topic Uses a variety of	Flower, stem, leaf

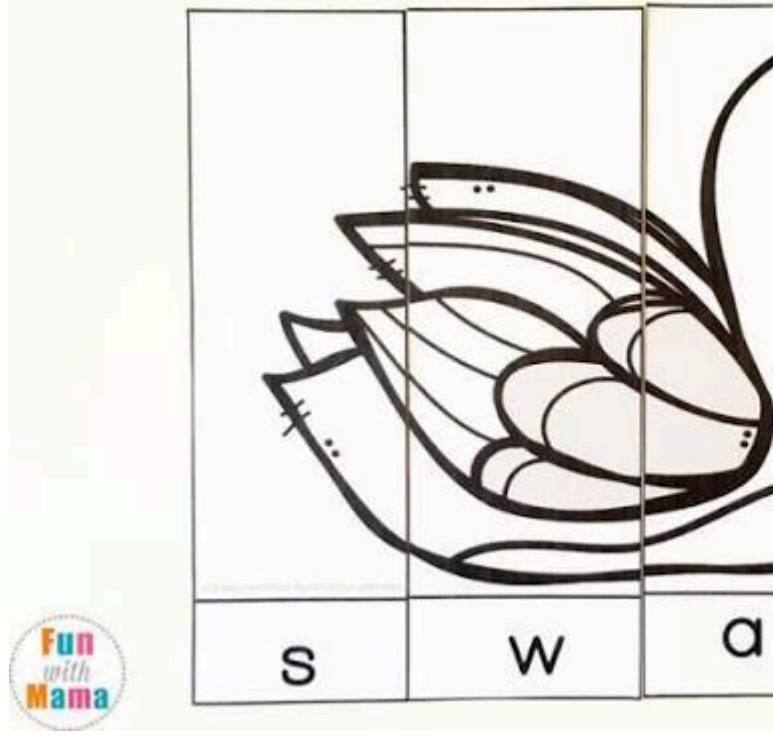
	books	Discuss lifecycle Discuss plant growth and plant parts Daily song and rhyme	questions Discusses differences looking at disability, race Listen to simple stories and understand what is happening with the help of pictures	
PSED	Self Regulation <ul style="list-style-type: none"> • Provide speaking and listening activities • Hello song in the morning using the children's name • Provide pictures/photos and books to discuss emotions 	Turntaking games Sharing experiences with others	Show more confidence in social situations Begin to show effortful control Safely explore emotions beyond normal range, talk about feelings in a more elaborated way	Learn everyone's name My turn, your turn First —turn, then your turn, Please may I have.....
	Managing Self <ul style="list-style-type: none"> • Spend time in classroom meeting new children and adults • Encourage children to find their own peg, place mats, storage box • Encourage children to express feelings to adults and to ask for help if required. 	Check-in Follow pictorial timetable Encourage manners Tidy up areas Use play and stories with story bags and props to explore and express emotions	Understand and follow rules Develops friendships with other children Select and use activities and resources with help when needed	Sharing, interests, friend, take turns

	<p>Building Relationships</p> <ul style="list-style-type: none"> • Modelling how to play with and share with others • Group games for children to work as a team 	Acting out stories with others	Play alongside, play with 1 or more sharing resources, extending and elaborating play ideas	
--	---	--------------------------------	---	--

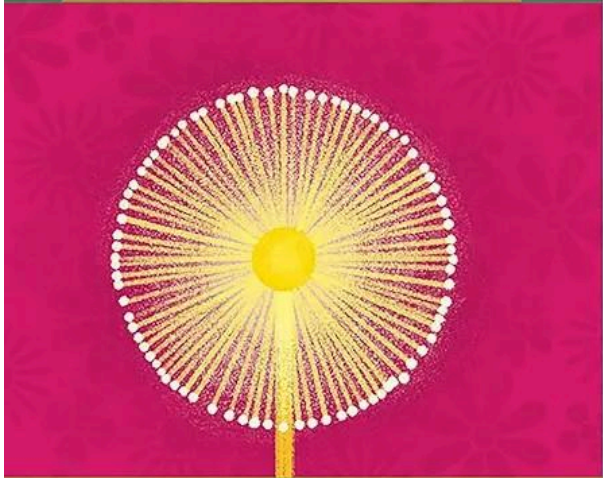
Summer 1 Breakdown

<p>Week 1 April 13</p>	<p>Introduction to Spring Settling new starter</p>	<p>Spring Babies</p>	<p>Book area: spring sensory basket: yellow, green scarves, flowers prints EAD: flower prints using real flowers Malleable: filling in peas</p>  <p>PSED: discussing children in pictures, (recap about difference among children) Mat: rainbow lolly sticks Outside: spring hunt using key vocab</p> 
----------------------------	--	----------------------	---

<p>Week 2 April 20</p>	<p>Weather</p>	<p>Titch</p>	<p>Mat: recap size length and height when discussing story PSED: discuss family and new starter brings photos from home Malleable: Spring mats EAD: finger prints</p> 
<p>Week 3 April 27</p>	<p>Growth</p>	<p>The Enormous Turnip</p>	<p>Outside: filling pots with soil and seed CL: difference between winter and spring Mud kitchen: vegetable soup PD: Pull the turnip game, obstacle to crawl and manoeuvre to find hidden vegetables Book: story puppets Mat: count, sort, sequence, subitise $\frac{3}{5}$ EAD: vegetable collage Small world: animals and characters to retell and sequence</p>
<p>Week 4 May 4</p>	<p>Growth</p>	<p>Jack and the Beanstalk</p>	<p>PD: threading harp, beanstalk Sensory: explore beans and seeds with scoops, cups, Sort by colour, shape EAD: junk modelling beanstalk Small world: characters from story CL: discuss growth, parts of plant</p>
<p>Week 5</p>	<p>Seasonal Change</p>	<p>The Ugly Duckling</p>	<p>Sensory: blue shaving foam</p>

<p>May 11</p>			<p>EAD: handprint swans Mat: subitizing ducks 2 / 3 PD: stick with string leaf threading Puzzles:</p>  <p>The image shows a puzzle of a swan. The puzzle is divided into three vertical columns. The bottom row of the puzzle contains the letters 's', 'w', and 'a' from left to right. A circular logo with the text 'Fun with Mama' is located in the bottom left corner of the puzzle area.</p>
<p>Week 6 May 19</p>	<p>Life Cycles</p>	<p>The Princess and the Frog</p>	<p>Outside: mud tray with garden tools and creepy crawlies PD: lily pad hopscotch EAD: tiaras and wands CL: discuss lifecycle of frog if appropriate</p>

			Small world: Duplo to build structures
--	--	--	--



Spring Babies

Written by Kathryn O. Galbraith | Illustrated by Adela Pons

Five green bottles standing in a row. Children are knocking the bottles into the water

AOP: looking at finding 5, counting out 5 eg. 5 jumps, 5 claps

Aspect 6 Voice Sounds

Voice sounds sung to tune of This Old Man

Focus on sounds: p, b, m, w, s sh ch dz th f l

Multisyllabic words

TITCH

by PAT HUTCHINS



Alice the camel. Plonk 5 tubs of jelly in a row and wobble it while singing and splat the humps away.

AOP: looking at finding 5, counting out 5 eg.

Playdough and sandcastle humps

Socks and Shakers

Fill containers or socks with noisy items eg. Rice, peas, shells, money. Ask children what they think makes that sound? What does it sound like?. Children discuss what they feel and hear. Once they know what it is,ask where might they find it?

The Beehive

spring, plant, flower, grow, leaf, clouds, dandelion,
raindrops, spade, growth ,

Alice the Camel lyrics

*Alice the camel has five humps,
Alice the camel has five humps,
Alice the camel has five humps,
Go, Alice, go!*

*Alice the camel has four humps,
Alice the camel has four humps,
Alice the camel has four humps,
Go, Alice, go!*

*Alice the camel has three humps,
Alice the camel has three humps,
Alice the camel has three humps,
Go, Alice, go!*

*Alice the camel has two humps,
Alice the camel has two humps,
Alice the camel has two humps,
Go, Alice, go!*

*Alice the camel has one hump,
Alice the camel has one hump,
Alice the camel has one hump,
Go, Alice, go!*

*Alice the camel has no humps,
Alice the camel has no humps,
Alice the camel has no humps,
'Cause Alice is a horse, of course!*

