

Europe (Communication and Language)

- A: In school, we are going to read some of the Beatrix Potter stories. Listen to [The Story of Miss Moppet](#). What do you think will happen at the end of the story?
- B: Play 20 questions. Think of something that may be found in the British Countryside, other players can ask you up to 20 questions to work out what it is you are thinking of.

North America (Personal Social Emotional Development)

- A: Talk about some of the healthy foods you like to eat – how and where do they grow? Maybe you could grow some of your favourite fruit or vegetables.
- B: Take more responsibility for your own belongings, pack your own backpack for a walk or picnic in the countryside or park. Fill up your water bottle, make a sandwich and choose some healthy snacks.

Asia (Physical Development)

- A: Write your name using 3 different media. Maybe you could use a pencil, write over chalk with a paintbrush and water, in flour with your finger, in foamy soap in the bath, with a stick in mud or sand, find the right magnetic letters.
- B: As a family, do some exercise outdoors. It might be a game of tag at the park, a cycle ride or long walk. Talk about how you are feeling after the exercise. Why do you think you feel different? You could take a before and after photo to show us in school.

Nursery

British Countryside

Over the next two half terms, we will explore the changing seasons and notice what is happening in the world around us as spring begins. We will focus on growth by exploring seeds and plants, as well as how we and baby animals grow. After the Easter break, we will look at the wider British Countryside including how we use it and can protect it.

Remember to pick one from each subject box to 'travel around the world' on your topic passport.



Africa (Mathematical Development)

- A: Look at some flowers, pay close attention to the petals and leaves. Use shape language such as, long, short straight, curved, round, pointed, to describe them.
- B: Think of some animals you might find in the British Countryside. How many legs do they have? Can you sort them into groups, would you put a pheasant and a fox in the same group? What about a ladybird?

South America (Literacy Development)

- A: Ask your parents to tell you a story (e.g. The Three Little Pigs or Goldilocks and the Three Bears) without using a book or props. Can you follow the story sequence? Maybe you could do the same for them.
- B: Think about animals that live in the countryside and give them an alliterative name, for example a badger = Betty or Billy, a hedgehog = Haris or Heidi. What would you name a fox, squirrel, deer, etc.?

Antarctica (Understanding the World)

- A: Choose an animal that lives in the British countryside and think of three questions you would like to know about it. Use the words where, when, why, how, what to start your questions. Use the internet to find the answers.
- B: How could you help wild animals that live in our area? Have a look in your garden or the local park, what do you think has been done to help them, what more could we do?

Antarctica (Expressive Arts and Design)

- A: Make your own farm animal. You can draw or create a model using collage, paint, crayons – whatever you choose!
- B: Do some farm themed baking, you could bake bread, make cupcakes and decorate them as farm animals, make chocolate nests.