

Nursery Curriculum – Spring 1

Key Question: Why do they sleep?

<p>Communication and Language: Using social phrases throughout the day. Use specific vocabulary when talking about nocturnal animals and animals that hibernate. Listening to others and respond with ‘who’ ‘what’ ‘why’ questions, developing conversational skills. CL underpins all areas of learning. Using colourful semantics to help children understand the building blocks of sentence formation.</p>									
<p>Personal, Social and Emotional Development: Understanding our school values and the importance of following them. Starting to understand changes in emotions and activities that can help us through certain emotions. Think Equal scheme of work. Zones of regulation and identifying own emotions each day.</p>									
<p>Literacy: Little Wandle Foundations – Foundations for language (enhancing provision and environment to encourage language), foundations for a love of reading (using stories and books throughout the day to enhance learning, introduce new ideas and support comprehension) and foundations for phonics (playing games around identifying sounds and syllables in words. Listening for initial sounds, oral blending and sound-talking words from images in a box).</p>									
<p>Maths: Numbers 1-5. Games and activities linked to identifying numbers on a dice, numicon and numerals. Matching numbers show in different formats and comparing numbers, talking about more and less. Exploring how to build numbers using physical objects.</p>									
Physical Development		Understanding the World					Expressive Art and Design		
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE
<p>Increasing confidence and skill while traveling around, under, over and through various equipment.</p> <p>Play games with simple rules learning to follow them and be fair.</p> <p>Listening games.</p>	<p>Mark making and cutting skills on the creative table. Developing pencil and scissor grip.</p> <p>Loom bands and peg activities to develop strength in hands and fingers.</p> <p>Rolling, kneading and moulding playdough.</p>	<p>Learning about which animals are nocturnal and which hibernate and the reasons why.</p> <p>Linking hibernation to the seasons Winter and Spring.</p> <p>STEAM – how do animals stay warm when they hibernate?</p>	<p>Celebrating our birthdays - visiting Stamford and remembering how old he is. Reminding ourselves why he looks new now compared to how he looks in historical photos.</p> <p>Occupations through time in role play.</p>	<p>Gathering natural materials suitable for making nests that will keep animals warm in Winter.</p> <p>Creating a hibernation den. Why do we need to be quiet there?</p> <p>Echo location – what and why.</p>	<p>Which places are special and why?</p> <p>Showing consideration and respect to local neighbours, thinking about noise levels.</p> <p>Library and why it is a quiet place.</p> <p>Chinese New Year.</p>	<p>Using resources to develop fine motor skills by twisting, turning, switching on and off.</p>	<p>Scissor safety</p> <p>Loose parts to support imaginative play and storytelling.</p> <p>Exploring materials and discussing how they feel.</p> <p>Craft activities - selecting/ using tools, collage and malleable materials.</p>	<p>Mark making on the interactive screen linked to the theme – selecting colours and other features for marking making.</p> <p>Combining different materials to make hibernating and nocturnal animals.</p>	<p>Using music to develop phonological awareness.</p> <p>Develop use of body and instrumental percussion to copy rhythms.</p> <p>Identifying sounds, instruments and rhythms.</p> <p>Nursery Rhymes and Spring songs.</p>

Nursery Curriculum – Spring 2

Key Question: What is inside there?

Communication and Language: Continue colourful Semantics and ICW instructions to support language and understanding. Talking about their family including wider family e.g. grandparents. Make family trees for front entry display board. Listening to and understanding different sources of information about animals that come from eggs, live in burrows / underground or live in shells. Developing understanding of more prepositions – behind, next to. Learning new words related to theme.

Personal, Social and Emotional Development: Continuing to support understanding of emotions and friendly behaviour – zones of regulation and discussing what is / isn't friendly behaviour. Being given more responsibility – star of the day for carpet time activities and checking nursery is tidy / table monitors at lunch – setting table. Pouring own water at lunch time. Circle games – farmers in his den, here we go round the mulberry bush, the hokey kokey etc, parachute games. Continuing to use timer but extending time to wait.

Literacy: Nursery rhymes, phonics – initial sounds and oral blending simple words. Books about Spring / animals that come from eggs, live in burrows / underground, live in shells. Starting to write their first name when they arrive each day – using name label.

Maths: Shapes and patterns. Recognising, drawing round and cutting out shapes. Introduce Hexagon. How many sides, corners do the shapes have? Looking at simple repeating patterns and identifying what will come next. Making their own simple repeating patterns.

Physical Development		Understanding the World				Expressive Art and Design			
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE
Stretch and Grow. Collaborating to move P.E equipment safely e.g. P.E mats. Introduce Move, Dance, Learn – have on the screen for children to join in as they arrive.	Further developing pencil grip and scissor skills. Further developing independence – being able to put on own shoes and socks and have a go at zipping up own coat.	Cutting out and sticking life cycle of a chicken in the correct order. Bee pollen experiment using pipe cleaners, pom poms and crushed cheese puffs – notice how the pollen sticks and spreads.	Family trees including grandparents. Sharing experiences of going on the tram – compare new and historical trams in Altrincham.	Learning about the different countries the animals we are learning about come from. Eg. poisonous dart frog – South America. Turtles – North America and South Asia.	Easter World Book Day St Patrick's Day Mother's Day Spring festival assembly	Using sound recorders and identifying whose voice it is.	Using different materials to make art work relating to theme and celebrations / festivals. Combining materials such as clay, straw and sticks to make nests.	Floating and sinking – provide objects in water play.	Listening to classical music and linking it to emotions. Using musical instruments to sing nursery rhymes.

Nursery Curriculum – Spring

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>
<p><u>Listening Attention and Understanding</u> Recognising and responding to many familiar sounds Showing interest in playing with sounds, songs and rhymes Have single channelled attention – shifting to a different task fully obtained when spoken to Understanding more complex sentences, such as ‘Put the toys away and then we’ll read the book’ Understanding ‘who’, ‘what’, ‘where’ in simple questions – for example, ‘Who’s that/What’s that. Where is...?’</p> <p><u>Speaking</u> Using a variety of questions, e.g. what, where and who. Using simple sentences, e.g. Mummy gonna work. Using language as a powerful means of widening contacts, sharing feelings, experience and thoughts. Beginning to use word endings, such as ‘going, cats’ Holding a conversation, jumping from topic to topic.</p>	<p><u>Self-Regulation</u> Separating from their main carer with support from a familiar adult Expressing their own preferences and interests.</p> <p><u>Managing Self</u> Seeking comfort from familiar adults, when needed. Expressing their own feelings such as sad, happy, cross, scared and worried. Responding to the feelings and wishes of others Being aware that some actions can hurt or harm others Trying to help or giving comfort when others are distressed Showing understanding and cooperating with some boundaries and routines Inhibiting their own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do Having a growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p><u>Building Relationships</u> Showing interest in others’ play and start to join in Seeking out others to sharing experiences Showing affection and concern for people who are special to them Sometimes forming a special friendships with another child.</p>	<p><u>Gross Motor</u> Squatting with steadiness to rest or play with an object on the ground, and rising to feet without using hands. Climbing confidently and beginning to pull themselves up on nursery play climbing equipment Kicking a large ball Running safely on foot Walking up steps or down steps holding onto a rail, two feet on each step.</p> <p><u>Fine Motor</u> Turning pages in a book, sometimes several at once. Showing control in holding and using: jugs to pour, hammers, books and mark making tools. Beginning to use three fingers (tripod grip) to hold writing tools.</p>	<p><u>Word Reading</u> Beginning to notice when words have the same beginning sound Repeating words or phrases from familiar stories Having awareness that signs and symbols in environment carry meaning.</p> <p><u>Comprehension</u> Filling in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat in on a wall...’ Having some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>Writing</u> Distinguishing between the different marks they make.</p> <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u> Experimenting with blocks, colours and mark</p> <p><u>Being Imaginative and Expressive</u> Beginning to use representations to communicate, e.g. drawing a line and saying ‘that’s me!’ Beginning to make believe by pretending Join in singing favourite songs Creating sounds by banging, shaking, tapping or blowing. Showing an interest in the way musical instruments sound.</p>	<p><u>Number and Numerical Pattern</u> Selecting a small number of objects from a group when asked for example, ‘please give me one?’ Reciting some number names in sequence Creating and experimenting with symbols and marks representing the number of ideas Beginning to make comparisons between quantities Using some language of quantities, such as ‘more’ and ‘a lot’. Knowing that a group of things change in quantity when something is added or taken away.</p> <p><u>Shape, space and measure</u> Beginning to use the language of size Anticipating specific time based events, such as meal times or home time. Noticing simple shapes and patterns in pictures Beginning to categorise objects according to properties such as shape or size.</p>	<p><u>Past and Present</u> Children will be having a growing awareness of new and old, although they may sometimes confuse this something new to them and brand new They will be aware that parents and grandparents are older than they are They will have an understanding of yesterday and tomorrow.</p> <p><u>People, Cultures and Communities</u> Having a sense of own immediate family and relations In pretend play, imitating everyday actions and events from own family and cultural background Beginning have their own friends Learning that they have similarities and differences that connect them, and distinguish them from others.</p> <p><u>The Natural World</u> Enjoying playing with small-world models such as a farm, a garage, or a train track. Noticing detailed features of objects in their environment.</p> <p><u>STEAM</u> How do they stay warm when hibernating?</p> <p><u>R.E</u> Which places and times are special and why?</p>