

Nursery Spring Term A

C&L

Enjoy listening to stories and can remember much of what happened - Recall Jack Frost, Topsy and Tim at the doctors, Maisy Charley and the wobbly tooth.

Sing a large repertoire of songs - listening and joining in with rhymes about winter and people who help us.

Uses a wider range of vocabulary To talk about winter and people who help us, learning and using new words e.g. frozen, chilly, cold, frosty, doctor, nurses, vet, dentist.

Be able to talk about familiar books and be able to retell a long story - ordering pictures and using them to retell the story using relevant vocabulary.

Engage in non-fiction books -

A range of non-fiction books about doctors/ dentist/ hospital available for children to engage with

Roleplay different occupations / Role play - doctors/ surgery / health centre/ opticians/dentist/ police station/ fire station.

Literacy

Understand the five key concepts about print: Print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom.

Continue to be introduced to the 5 key concepts through several books: Come on daisy, The Train ride and a selection of non-fiction books.

Engage in extended conversations about stories, learning new vocabulary.

Look at pictures from the stories and answer a variety of questions. Children to make predictions about what is going to happen next. Read Jack Frost and Winter related stories.

Write some or all of their name accurately. Children encouraged to write their names on a daily basis and explore using different media e.g. in chalk, paint, with sticks, brushes.

Read individual letters by saying the sounds for them. Blend sounds into words so that they can read short words made up of known letter sound correspondences. Children access to wide range of reading materials and word games.

Form lower case letters properly. Children will be given plenty of opportunity to write on clipboards in different areas, write notes, letters, telephone messages and lists.

PSED

Follow rules, understanding why they are important - how many children can work at an activity, e.g. 4 water aprons = 4 children.

Play with one or more other children - group games to encourage children to interact with each other i.e. parachute games. Circle time.

Help to find solutions to conflicts and rivalries - limiting some resources to encourage children to share i.e. balls, glue sticks.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - create a calm area, display emotion cards to encourage children to identify feelings, puppets for role play.

Begin to understand how others might be feeling - Discussions during group times, sharing news, circle time.

Winter /People who help us!

UW

Begins to make sense of their own life story and family's history - children to talk to others about how their families help them, find out what their parents jobs are. Children to draw pictures of nursery community for wall display.

Shows an interest in different occupations - email people who help us in school, e.g. caretaker, office staff, cook, IT technician, school nurse, Head teacher.

Talk about what they see using a wide vocabulary. - Winter - look at ice, snow frost. How does it feel? Where does it go? Why does it melt?

Continue to develop positive attitudes about the differences between people - Chinese new year - who celebrates Chinese New year? How? And why? Circle time.

Explore how things work - Using IT - IWB / dance mat / CD player/talk boards,/torches,/ICT toys.

EAD

Explore with different materials freely, in order to develop their ideas about how to use them and what to make - clay snowmen, junk modelling, making snowflakes.

Printing - using different materials and textures

Begin to develop complex stories using small world equipment - role-play doctors / nurse / dentist / optician / hospital.

Respond to what they have heard, expressing their thoughts and feelings. - listen to Chinese music,

Play instruments with increasing control to express their feelings and ideas. -using everyday objects to make sounds.

Draw with increasing complexity and detail - draw/paint pictures of snowman, people who help us, learn how to draw people.

PD

Continue to develop their movement, balancing, riding and ball skills - taking turns to kick balls to each other, kicking a ball at a target.

Use large-muscle movements to wave flags, streamers, paint and make marks.

- Write dance stories. Mark making outdoors on large boards, paper and ground. Use buckets of water and paintbrushes to create lines and circles. Use large chalks.

Use a comfortable grip with good control when holding pens and pencils. Practising correct pencil grip, writing patterns, mark making on large paper and boards.

Use one-handed tools and equipment - using scissors, tap-tap, paintbrush, playdough tools, glue, tweezers, pegs.

Match their developing physical skills and activities in the setting - assault course. Moving like different animals (Chinese New Year). Model and encourage children to move in different ways, e.g. jump, hop, skip, tip toe, stamp, jog. Play hop scotch.

Be increasingly independent as they get dressed and undressed - putting own coats, hats, scarves and gloves on, practise fastening coats.

Be increasingly independent in meeting their own care needs: brushing teeth, using the toilet, washing and drying hands properly.

Making healthy choices about food, drink, activity and toothbrushing. Regular informal discussions about food choices, toothbrushing and eating breakfast at snack times to reinforce good habits.

MD

Count objects, actions and sounds.

Recite numbers beyond 10. Counting by rote to 20.

Link numerals and amounts- to 10 - numbering bikes and matching to correct parking slot, how many children can play here.

Experiment with symbols and marks to represent numbers - writing numbers with chalk and water, recording number of laps on the bikes, recording how many children are her today. How many fruits we have. Pictorial graph of how many girls and boys, fruits.

Solve real world mathematical problems with numbers up to 5 - use the snacks at snack time to generate a problem.

Compare quantities using language: - more than / a lot, less/ fewer than, using scales, tally charts.

Make comparisons between objects relating to size, length, weight and capacity. - using sand/ water/

Talk about and identifies the patterns around them. Uses informal language 'pointy', 'spotty', 'blobs' - copy/repeat patterns to design scarves and jumpers.

Talks about and explore 2D and 3D shapes using mathematical language 'sides', 'corners', 'straight', 'flat', 'round' - Shape hunt, using shapes to make pictures/models of things we see around us.

Phonics

Phase 1. Aspect 6 and 7 Develop their phonological awareness:Learn to distinguish between the differences in voice sounds, including orally blending and segmenting. To listen to phonemes within words and remember which order they occur.

Most children will be working on Phase 2 letters and sounds.

They will be linking sounds to letters, blending sounds to read CVC words and segmenting to write CVC words.

Phase 2. Learn phase 2 letter sounds. Practise blending and segmenting with phase 2 graphemes. Learn phase 2 tricky words I, go, no, to, the and high frequency words.

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