

Nursery Spring Term B

CLL

Listen to simple stories and understand what is happening with the help of the pictures.

Enjoy listening to stories and can remember much of what happens.

Firefighters, The train ride, The police, Mr Gumpy's motor car.

Use a wider range of vocabulary

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Develop children's vocabulary in relation to police, fire fighters, trains,

Understand simple questions about who, what, where.

Understand why questions.

Ask children why questions about People who help us and vehicles.

Sing a larger repertoire of songs.

Know many rhymes.

Sing a range of transport books.

Tell a long story.

Children to tell their own story about a train ride.

Be able to express a point of view and to debate when they disagree using words as well as actions.

Children to debate about a dilemma regarding the police.

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.

Write some or all of their name accurately. Children encouraged to write their names 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.

Phonics

Develop their phonological awareness: spotting and suggesting rhymes, count or clap syllables, recognise words with the same initial sound.

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.

PSED

Select and use activities and resources.

Plan and make a junk mode of a vehicle.

Develop their sense of responsibility and membership of a community.

Visit the fire station and interview the police and lollipop person. Talk about how we can help them.

Increasingly follow rules, understanding why they are important.

Talk about rules to keep safe from fire, on the road etc.

Begin to understand how others might be feeling.

Show pictures of people watching a house on fire - match to emotion cards.

People who help us! / Transport

UW

Shows an interest in different occupations - talk about different occupations and places of work, e.g. police station, doctors, fire station

Explore how things work - look at how different types of transport move wheels on bus / car / train, sails on a boat.

Look for the changes that happen during spring and talk about that they see.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Ch can compare the differences between the French / Spanish police and the British police. Do they all carry guns? Do they all wear the same colour uniform? What about their police cars etc? What about fire fighters?

Talk about the differences between materials and changes they notice. - Make a boat out of different materials which floats/ sinks.

EAD

Take part in simple pretend play using an object to represent something else though they are not similar - ch given boxes/ sheets/ crates to create a role play police station and fire station, go on a train journey or catch a bus.

Begin to develop complex stories using small world equipment - Children to use lego/ blocks to build roads, streets, vehicles to create own stories.

Develop their own ideas and then decide which materials to use to express them. junk modelling, different printing, collage

Create their own songs or improvise a song around one they know.

Children have the opportunity to sing a variety of songs and rhymes which mention transport and travelling.

PD

Make healthy choices about food, drink activity and toothbrushing - Roleplay area set up as a dentists / cafe.

Be increasingly independent in meeting their own care needs -

Brushing teeth, using toilet

Start to eat independently and learning how to use a knife and fork. - modelled at lunch time.

Use one handed tools and equipment, making snips in paper with scissors. -

Children given strips of different paper with different road markings on which they have to cut along carefully.

Use a comfortable grip with good control when holding pens and pencils - Children to trace around different patterns / maps carefully.

Start taking part in some group activities which they make up for themselves or in teams. - Children are put into teams to complete some passing the ball games around a circle or in a row.

MD

Number - fast recognition of numbers up to 10 objects without having to count them individually.

Number recognition - to 20 - labelling toy vehicles matching driver to vehicle.

Through child initiated activities, snack times.

Understand the one more one less than relationship between consecutive numbers.

Experiment with symbols and marks to represent numbers - Writing numbers how many points scored in skittles or hula hoops.

Understand position through words alone with no pointing - next to, under, beside,

discussing position of person related to an object / hula hoop outside.

Describe a familiar route .

Draw a map of your journey to school. Which buildings / places do you pass?

Discuss routes and locations using words like 'in front of' and 'behind'. Look at some simple maps/ google maps.

Children to draw a map of our walk to the park / fire station.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.

Read the story 'Come on Daisy' and sequence the story.

Notice and correct an error in a repeating pattern.

Create a pattern with natural objects can ch correct the mistake and continue the pattern.

Talk about and explore 2D and 3D shapes

Using 2d shapes to create pictures of different modes of transport. Going on a 3D shape hunt in the environment/ at home.

Making the connection between everyday items/ packaging and properties of 3 D shapes.

Select rotate and manipulate shapes so that children can recognise a shape can have other shapes within it.