

Nursery Spring Term A

Communication and Language

Enjoy listening to stories and can remember much of what happened. Children to develop their vocabulary and use a wider range of words when retelling stories. Recall the stories and encourage the children to use new vocabulary.

Uses a wider range of vocabulary. Children learn 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. Children order pictures and using them to retell the story using newly learnt vocabulary.

Sing a large repertoire of songs. Children learn rhymes and songs about winter and people who help us.

Understand why questions. Ask why questions based on what the children have learnt and model how to answer questions daily.

Engage in non-fiction books. Read a range of non-fiction books about doctors, dentist, police and firefighter. Children to use new words to talk about how people help us.

Use talk to organise themselves and their play. Children to role play going to the doctors, surgeon, health centre, veterinarian, hairdresser, opticians, dentist, police station, fire station. Children to help create role play areas and use new vocabulary to act out stories and scenarios.

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 learn the 5 key concepts through several books and a selection of non-fiction books about people who help us. Show children how sentences start with capital letters and end with full stops.

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. Share picture books such as Jack Frost and winter related stories.

Write some or all of their name accurately. Children encouraged to write their names daily and taught how to form letters accurately.

Write some letters accurately. Children taught how to form letters correctly. They will be given plenty of opportunities to write on clipboards in different areas, write notes, letters, telephone messages and lists.

Phonics

Little Wandle Letters and Sounds Revised

Children to learn the sounds for **m, d, g, o, c, k, and e**. Teach **phonemic awareness** by teaching children to hear the same initial sound for words and names of objects. **Oral blending.** Teach children to blend CVC words using oral blending and objects.

Personal, Social and Emotions Development

Follow rules, understanding why they are important. Talk about the importance of rules during circle time. How many children can work at an activity, e.g. 4 water aprons = 4 children.

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

Help to find solutions to conflicts and rivalries. Model how to share daily i.e. balls, glue sticks. Encourage children to talk about their problems when disagreements arise.

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. **E-Safety.** during circle times, children to identify some simple personal information, people who they can trust and why. When is it ok to share personal information? Identify rules that help keep us safe and healthy in and beyond the home when using technology. Do you have rules at home/school for using technology?

Winter/People who help us!

Understanding the World

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 retell what their parents told them about their life story and family.

Shows an interest in different occupations. Children to talk about people who help us in school, e.g. caretaker, office staff, cook, IT technician, school nurse, Head teacher. Learn about who helps us in the wider community. Plan and use new vocabulary related to different occupations. **Talk about what they see using a wide vocabulary.** Children learn about winter. They observe the ice, snow and frost. How does it feel? Where does it go? Why does it melt? Introduce new vocabulary and encourage the children to describe what they can see.

Continue to develop positive attitudes about the differences between people. Children to celebrate and value cultural, religious and community events and experiences. Children learn about Chinese New Year and encourage them to ask questions and discuss the celebration.

Expressive Arts and Design

Explore with different materials freely, in order to develop their ideas about how to use them and what to make. Children learn how to make clay snowmen, junk modelling and create snowflakes. They learn how to print using different materials and textures.

Begin to develop complex stories using small world equipment. Model role playing different occupations in the small world areas such as doctors, nurse, dentist, optician and hospital.

Respond to what they have heard, expressing their thoughts and feelings. Listen to music and talk about what they have heard and how it makes them feel.

Play instruments with increasing control to express their feelings and ideas. Children to use everyday objects to make sounds and explore how to change them.

Draw with increasing complexity and detail. Model to the children how to draw and paint pictures of snowmen and people who help us. Teach them how to draw with control and accuracy. **Take part in simple pretend play, using an object to represent something else even though they are not similar.** Children to join in with small world role play with an adult and think of their own stories.

Physical Development

Continue to develop their movement, balancing, riding and ball skills. Model how to take 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. Children to develop their gross motor skills with write dance stories, mark making outdoors on large boards, paper and ground. Using buckets of water and paintbrushes to create lines and circles.

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

Use one-handed tools and equipment. Model and encourage children to use a range of tools such as scissors, hammers, 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. Encourage the children to put on their own coats, hats, scarves and gloves on, practise fastening coats. **Be increasingly independent in meeting their own care needs:** Talk to the children about the importance of 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.

Mathematics

Continue to recite numbers. Regularly practise counting in a sequence. Children learn to count and recite numbers independently.

Link numerals and amounts. Practise recognising numerals. Children to learn show the right number of objects to match the numeral.

Experiment with symbols and marks to represent numbers. Children taught how to write number and experiment with writing numbers with chalk and water, recording number of laps on the bikes, recording how many children are here 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. Model to the children how to solve mathematical problems daily. For instance, the amount of snacks at snack time to generate a problem.

Compare quantities using language. Children learn new vocabulary and use language such as 'more than' and 'fewer than' to compare amounts.

Make comparisons between objects relating to size, length, weight and capacity. Children learn and use new vocabulary to compare objects. They explore the changes of size and use vocabulary such as 'big', 'small' and 'long', 'short' etc.

Talk about and identifies the patterns around them. Uses informal language 'pointy', 'spotty', 'blobs'. Children to explore patterns on everyday objects and continue and create patterns.

Talks about and explore 2D and 3D shapes using mathematical language 'sides', 'corners', 'straight', 'flat', 'round'. Children to use new vocabulary to describe 2D and 3D shapes. They learn the names and explore shapes in their environment. Children to use shapes to create pictures and models of things we see around us.