

Nursery Spring Term B

Communication and Language

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

Children to listen to high quality picture books such as Jasper's Beanstalk, Jack and the Beanstalk, Oliver's Garden and Come on Daisy. They learn new vocabulary and use new words to retell stories.

Continue to understand a question or instruction that has two parts.

Children to continue to follow more than one instruction and learn how to plant a seed.

Continue to understand why questions. Model how to answer why questions. How did we plant the seed? Why did it not grow? Ask questions about stories they have heard and model how to answer them.

Sing a large repertoire of songs. Learn songs and rhymes related to growing and changes.

Knows many rhymes, be able to talk about familiar books, and be able to tell a long story. Children to become familiar with the stories and use new vocabulary to retell stories.

Continue to use a wider range of vocabulary. Children to learn new vocabulary through stories and their play.

Start a conversation with an adult or friend and continue it for many turns. Model how to use open-ended questions and encourage children to think and create longer responses. Children learn to extend narratives and solve problems through sustained shared thinking.

Literacy

Understand the five key concepts about print:-print has meaning, the names of different parts of a book, print can have different purposes, page sequencing, we read English from left to right and top to bottom. Continue to show children how sentences start with capital letters and end with full stops. Model to the children how to read simple words and read from left to right. Share high quality picture books and point out that there is always a space before and after words.

Read individual letters by saying the sounds for them. Model to the children how to use their phonics knowledge to identify letter sounds in books. Encourage children to find graphemes in books and print in the environment.

Continue to write some letters accurately.

Children to write simple words and labels about the story Jasper's Beanstalk. Make lists of vegetables they like. Describe the characters from the story Jack and the Beanstalk.

Continue to write some letters in their names. Children to practise writing their name daily.

Phonics

Little Wandle Letters and Sounds Revised

Children to learn the sounds for **u, r, h, b, f, l, and j.** 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 Emotional Development

Select and use activities and resources, with help when needed. Children set simple challenges and encouraged to think of their own challenges.

Develop their sense of responsibility and membership of a community.

Encourage the children to help with jobs around the nursery: sweep the sand, water the plants etc. **Talk about their feelings using words like happy, sad, angry or worried.** Explore a range of feelings during circle time.

Understand gradually how others might be feeling. Encourage the children to empathise with others. Children taught how to consider the feeling of others.

Be increasingly independent in meeting their own care needs. Children to begin to change for P.E. and manage their own needs independently.

Make healthy choices about, food drink activity and brushing. Children to sort healthy and unhealthy foods. Talk about the importance of healthy eating for our overall health and well-being.

E-Safety. Children to recognise some ways in which the internet can be used to communicate. What ways do your family talk to each other and other people using the internet? Who is someone you know really well?

Growth and change - plants

Understanding the World

Use all their senses in hands on exploration. Children use new vocabulary to describe what they can see in the nursery outside area, plant a range of fruits, vegetables and flowers. **Explore collection of materials with similar and different properties.**

Children encouraged to talk and describe the natural materials in the environment.

Plant seeds and care for growing plants. Children observe growth and change overtime. They observe how their plants have grown. Discover what plants need to grow. Children learn about the changes that happen during spring and talk about that they see.

Understand the key features of a lifecycle of a plant and an animal. Children observe real-life chick eggs hatching and talk about the life cycle of chicks. Plan and introduce new vocabulary when discussing the life cycle of plants and animals.

Begin to understand the need to respect and care for the natural environment and all living things. Children learn how to look after their plant and care for living things in our environment. **Continue to develop positive attitudes about the difference between people.** Children learn that people have different beliefs and celebrate special times in different ways. Children to talk about how Eid is celebrated.

Expressive Arts and Design

Explore different materials freely, in order to develop their ideas about how to use them and what to make. Children learn how to create representations of their own flowers and spring animals. Model techniques such as collage, printing and painting.

Develop their own ideas and then decide which materials they use to express them. Model to the children how use a range of resources to create a garden. Children to plan and create a garden using their own imaginations and resources.

Join different materials and explore different textures. Model to the children how to join materials together and children explore this independently.

Create their own songs, or improvise a song around one they know. Model to the children how to adapt well-known nursery rhymes and experiment changing them. Praise and encourage children to think of their own songs.

Play instruments with increasing control to express their feelings and ideas. Explore the sounds of the different instruments and move to the music.

Physical Development

Continue to eat independently and learning how to use a knife and fork. How to use knives and forks correctly at lunchtime.

Be increasingly independent in meeting their own care needs. Children more independent putting on their coat and doing up their zips.

Use a comfortable grip with good control when holding pens and pencils. Children to develop pencil grip through a range of fine motor activities.

Uses one handed tools and equipment. Children use a range of equipment and tools to support their fine and gross motor skills such as digging, moving soil, weeding etc.

Show a preference for a dominant hand. Model and encourage the children to hold pencils and writing tools using the tripod grip. Use specially designed pencils and grippers to support the children.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and movement. Model the vocabulary of movement and encourage the children to use new words when performing the actions. Demonstrate simple movements in a sequence for the children to copy.

Use large-muscle movements to wave flags and streamers, paint and make marks. Children to explore gross motor activities on chalkboard, on the ground etc.

Match their developing physical skills to tasks and activities in the setting.

Encourage children to become confident, competent, creative and adaptive movers.

Mathematics

Subitise. Continue to learn fast recognition of numbers up to 5 objects without having to count them individually. **Experiment with symbols and marks to represent numbers.** Model writing numbers and the children to explore writing numbers in the indoor and outdoor environment.

Understand position through words alone with no pointing. Children learn and use positional language such as next to, under, beside, discussing position of person related to an object.

Describe a familiar route. Children to draw a map of their journey to school. Which buildings or places do you pass? Discuss routes and locations using words like 'in front of' and 'behind'. Look at some simple maps and google maps. Children to draw a map of our walk to the park.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'. Read the story 'Come on Daisy' and 'Jasper's Beanstalk' and the children to sequence the story using time connectives.

Notice and correct an error in a repeating pattern. Children to create a pattern with natural objects so children can correct the mistake and continue the pattern.

Talk about and explore 2D and 3D shapes. Children learn the names of common 2D and 3D shapes and use mathematical language used to describe them. Children to explore how to use 2D shapes to create pictures of flowers. Going on a 3D shape hunt in the environment and at home. Making the connection between everyday items and properties of 3D shapes.