

## Foundation Stage: Nursery Curriculum – Spring 2 2022

### Literacy

#### The Children will: Comprehension

Engage in extended conversations about stories, learning new vocabulary.

#### Reading

dress up as their favourite book character for World Book Day. Learn that we read English text from left to right and from top to bottom.

Understand and name of the different parts of a book

Understand page sequencing

Develop their phonological awareness, so that they can count or clap syllables in a word

#### Writing

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

### Personal, Social and Emotional Development

#### The children will:

##### Self Regulation

Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important.

##### Building relationships

Keep play going by responding to what others are saying or doing.

Talk with others to solve conflicts.

Play with one or more other children, extending and elaborating play ideas.

##### Managing self

Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.

### Expressive arts and design

#### The Children will:

##### Creating with Materials

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

##### Being Imaginative and expressive

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Play instruments with increasing control to express their feelings and ideas.

## Spring 2

## All Creatures Great and Small

### Mathematics

#### The children will:

##### Number

Compare two groups of objects, saying when they have the same number. Experiment with his/her own symbols and marks as well as numerals.

##### Shape, space and measure

Begin to discuss routes and locations using words like 'in front of' and 'behind'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

### Understanding the World

#### The children will:

##### Technology

Know how to operate simple equipment e.g. turns on CD player and use a remote control.

##### Past and Present

Begin to make sense of his/her own life-story.

##### People, Culture and communities

Explore how things work.

Continue to develop positive attitudes about the differences between people.

##### The Natural World

Use all their senses in hands-on exploration of natural materials

Talk about what they see, using a wide vocabulary.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

### Physical Development

#### The children will:

##### Gross Motor Skills

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

##### Fine Motor Skills

Use one-handed tools and equipment, for example, making snips in paper with scissors. (revisited)

Continue to practice to use a comfortable grip with good control when holding pens and pencils.

### Communication and Language

#### The children will: Listening, Attention and Understanding

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

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

Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"

#### Speaking

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."

