

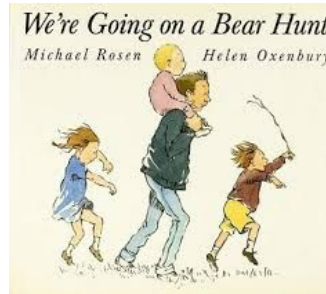
Nursery Spring 1: Let's go outside

Curriculum connections

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English

- Begin to sequence a familiar story orally using words and actions 'We're going on a Bear Hunt'
- Share ideas about reading for pleasure books sent home and books shared at school
- Develop phonological awareness that includes alliteration, rhythm and rhyme
- Begin to learn RWI set one sounds
- Hear the difference between different body percussion sounds
- Learn that we read English text from left to right and top to bottom
- Begin to listen to more complex stories to learn a wider range of vocabulary such as 'hunt' 'through' 'furry' 'googly'
- Recognise own name in the environment: writing pencil name cards, book bag, lockers, self registration, snack table
- Copy all or some of their name forming some recognisable letter sounds
- Use apps on ipads to mix marks, photo and video to express meanings and tell their own stories
- Draw simple representations of people or objects
- Ascribe meaning to the marks they have made



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Maths

- Identify representations of 1, 2 and 3
- Count to find how many and make collections of 1, 2, 3 objects
- Count up to three objects in different arrangements by touching each object as they count
- Recognise the final number they say names the quantity in a set
- Subitise to find how many in collections of 1, 2 and 3 objects
- Match number names we say to numerals and quantities up to 3
- Begin to show 'finger numbers' to 3
- Represent 3 on a 5s frame
- Copy, continue and create their own patterns
- Say the pattern out loud e.g. 'blue, red, yellow, blue, red...'
- Begin to experiment with own symbols, marks and numerals
- Begin to compare items according to their weight
- Begin to use language 'heavy, heavier than, heaviest, light, lighter than, lightest'
- Explore misconception that bigger items are always heavier
- Talk about basic 2D shape: triangle (3 sides)
- Listen to stories and sing number songs that count on and back
- Recite numbers to 5

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Understanding the World

- Explore what happens to the world around us as seasons change
- Observe other ways that nature changes such as an apple core or banana going brown
- Talk about weather and how it changes day to day (class weatherboard)
- Begin to understand there are different countries in the world
- Show an interest in different occupations: weather reporter, scientist
- Begin to understand the need to respect and care for the natural environment and all living things
- Look for mini beasts outdoors and in the forest area such as woodlice under logs, worms in the allotments
- Begin to use a wider vocabulary to describe what they see
- Begin to explore and talk about different forces that they can feel: clothes pegs, elastic bands, snapping twigs

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Expressive Art and Design

- Develop own ideas and decide which materials to use to express themselves
- Join different materials and explore different textures such as creating a story map for 'We're going on a Bear Hunt'
- Use art to explore animal patterns and habitats
- Begin to draw or create simple representations of animals or their habitats
- Be introduced to the Artist 'Andy Goldsworthy' to explore transient art in the moment outdoors using sticks, stones, leaves
- Explore seasonal changes through the use of natural materials such as sticks, ice cube painting
- Create collaboratively, sharing ideas and resources - canvas art
- Learn a collection of popular songs and nursery rhymes
- Remember and sing short songs
- Begin to play instruments with increasing control to express their feelings and ideas
- Respond to what they have heard and express their thoughts and feelings
- Build their understanding of the world around them through small world play



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Curriculum connections

0 Personal, Social and Emotional Development

- 0 Become increasingly able to manage own feelings
- 0 Begin to give focussed attention to an adult
- 0 Feel confident to take part in a wider range of activities, outdoors and inside
- 0 Start to plan their own activities with a goal in mind
- 0 Make healthy choices, food, drink, activity and toothbrushing
- 0 Continue to develop understanding of how others might feel
- 0 Develop greater confidence to play with one or more other children
- 0 Understand their dreams and goals through Jigsaw 'Dreams and Goals', character trait 'fairness' and circle times



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Physical Development

- 0 Begin to handle tools and move larger equipment safely
- 0 Match their developing physical skills to tasks and activities in the nursery
- 0 Begin to take part in some group activities which they make up for themselves - teams
- 0 Copy simple actions or sequences of movements to music
- 0 Manipulate small items into spaces (pegs, pegboards)
- 0 Demonstrate dexterity when completing tasks such as threading
- 0 Begin to show control with tools: scissors, pencils, tweezers (adult support with hand over hand when needed)

0 Communication and Language

- 0 Begin to switch their attention and listen to what an adult is saying when they are busy playing
- 0 Begin to understand 'why' questions, like: 'Why do you think the children were scared of the bear'
- 0 Continue to learn a variety of nursery rhymes and songs such as 'The Bear went over the mountain', 'Teddy Bear Teddy Bear'
- 0 Continue to maintain attention in adult directed learning for up to 5 minutes
- 0 Begin to name the seasons
- 0 Begin to use a wider vocabulary from shared stories and nursery rhymes
- 0 Begin to share a point of view using words as well as actions
- 0 Begin to use longer sentences of more than 5 words together
- 0 Talk about the world around them such as animals, planet Earth



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Spiritual, Moral, Social and Cultural Development

- 0 WC 30 Jan Chinese New Year
- 0 WC 30 Jan Safer Internet Day
- 0 WC 6 Feb Valentine's Day
- 0 WC 6 Feb Children's Mental Health Week