

Nursery Spring 2: Things that move

Curriculum connections



English

Shows awareness of rhyme and alliteration-*Humpty Dumpty sat on the wall*'

Listen to the story, *'The Very Hungry Caterpillar'* and use actions for talk for writing story language *'Once Upon a time, suddenly, and, but, then, next'*

Beginning to be aware of the way stories are structured-beginning, middle and end-T4W sequence *The Very Hungry Caterpillar* using picture cards, make story maps.

Suggests how the story might end.

Listens to stories with increasing attention and recall

Listen for rhyme and alliteration in rhymes.

Hears and says the initial sounds in words.



Maths

Recognises big things and small things in meaningful contexts.

Beginning to represent numbers using fingers, marks on paper or pictures

Sometimes matches numeral and quantity correctly

Compares two groups of objects, saying when they have the same number

Recognises numerals 1 to 5-matches to numicon numbers

Uses positional language

Beginning to talk about the shapes of everyday objects, e.g. *'round'* and *'tall'*



Understanding the World

Shows care and concern for living things in the environment-life cycle of a butterfly in class.

Developing an understanding of growth, decay and changes over time-planting wild flowers, allotment herb planting, flower container in Nursery outdoor area and butterfly house.

Can talk about some of the things they have observed such as plants, animals, and natural and found objects-life cycles of frog, caterpillar, baby and adult animals.

Uses ICT hardware to interact with age-appropriate computer software-on iPad.

Shows an interest in different occupations and ways of life-link to things that move/people who help us and use different modes of transport, animal care occupations.



Expressive Art and Design

Engages in imaginative role-play based on own first-hand experiences

Builds stories around toys e.g. farm animals needing rescue from an armchair *'cliff'*

Creates movement in response to music

Chooses particular colours for a particular purpose

Constructs with a purpose in mind, using a variety of resources

Beginning to be interested in and describe the texture of things

Sings a few familiar songs

Taps out simple repeated rhythms-Nursery rhyme time *'The minibeasts came in two by two, Dingle Dangle Scarecrow'*

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Personal, Social and Emotional Development

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others
Can usually tolerate delay when needs are not met immediately met, and understands wishes may not always be met.
Keeps play going by responding to what others are saying and doing
Explains own knowledge and understanding, and asks appropriate questions of others.
Through PSHE lessons understand what makes us special and different to our friends.
Understand how to be kind.
Know that although we are different, we have some things in common.
Understand and appreciate why home is an important place.



Communication and Language

Uses a variety of questions (e.g. *what, where, who*).
Beginning to understand 'why' and 'how' questions.
Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
Builds up vocabulary that reflects the breadth of their experiences.
Can retell a simple past event in order.
Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
Listening & joining in with the stories 'The Very Hungry Caterpillar' and 'Dig Dig Digging' using puppets, guided play and props.



Physical Development

Label work with own name-using name cards if needed
Begins to form recognisable letters-e.g. letters from their name.
Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
Draws lines and circles using gross motor movements.
Can catch a large ball.
Can stand momentarily on one foot when shown.
Eats a healthy range of foodstuffs and understands need for a variety in food-link to Hungry Caterpillar-fruit pancake making
Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.



Celebrations

World Book Week - W/C 1st March
British Science Week- W/C 8th March
St Patrick's Day - 17th March
Comic Relief - 19th March
Mothering Sunday - 14th March (will be celebrated on 12th March)
Easter - 4th April (will be celebrated W/B 29th March April)

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Supporting children after school closure

This half term, the content in the curriculum map will be delivered through face-to-face lessons and/or remote learning on via Tapestry, depending on pupil circumstance.

A priority will be to re-establish relationships, routines and expectations and to encourage strong behaviour for learning. Structured sessions will be delivered, through the teaching of PSHE using the JIGSAW curriculum and circle times, to acknowledge pupils' experiences during school closure, address possible concerns and support the rebuilding of relationships and social engagement.