

Communication and Language

To sequences stories/ events (not always in order)
Identifying characters/ settings/ events in stories.
Joins in with familiar rhymes and stories.
Begins to predict what might happen in stories.

Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books.
Hears initial sounds.

Using longer, more complex dialogues during play- role play, children working together to develop their own role play scenarios, create obstacle courses.

Become more confident in segmenting simple words into individual sounds.

Mathematics

Number 6:

Children count on and back to 6. They match the number to numerals and quantities and are able to say which sets have more and fewer items. When counting they continue to learn that the final number they say names the set.

Height and Length:

Children begin by using language to describe length and height e.g. the tree is tall the pencil is short.

Mass:

Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check.

Capacity:

Provide opportunities to explore capacity with different materials such as water, sand, rice and loose parts .

More/ Fewer:

Begin to sort collections into sets, they learn that these sets can be compared and ordered.

One More:

The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts.

Expressive Arts & Design

Role Play area: on the Farm. Children to learn to play in role as vets, veterinary nurse and farmers.

Artist focus- Kandinsky- Concentric circles. Using different media and materials to create patterns and layers.

~ Small world play demonstrating different roles of different characters.

~ Using props and costumes to role play.

Nursery rhymes, actions and songs.

To familiarise and learn well known traditional rhymes.

~ Making different sounds with our bodies (body percussion) and exploring using our bodies to make sounds.

~ Making patterns with body percussion- e.g. stamp, clamp, stamp, clap.

~ Learning about dynamics- making sounds quieter (soft) and louder.

Physical Development

- Track objects with eyes
- ~ Rolling and retrieving a ball – slowly and accurately
- ~ How I feel when I am exercising
- ~ Bouncing a ball
- ~ Throwing and catching with a partner
- ~ Draw large lines and circles
- ~ Parachute
- ~ Large muscle movements: painting– crossing midline.

Using equipment- balls, scoops and balls, balloons, large and small balls, throwing balls and bean bags at a target.

Write Dance

Development Matters:

- ~ Use one- handed tools and equipment, for example, making snips in paper using scissors.
- ~ Use a comfortable grip with good control when holding pens and pencils.
- ~ Show a preference for a dominant hand.

Fine Motor

- ~ Forming horizontal lines and circles when mark making

- ~ Playdough- squeezing and pinching

- ~ Snipping around shapes with scissors (using loop scissors)

Nursery- Mrs Fear 2024-25

SPRING TERM

I Wonder What is New?



This half term, we will be exploring what is new. The children will observe changes in the environment that signal the arrival of Spring. They will also learn about new life and the baby animals that are welcomed during this season.

Religious Education

RE- Explore stories related to Easter and talk about their meanings.

British Values
Mutual Respect
Birches Value
Curiosity

Personal, Social and Emotional Development

Health and Wellbeing

Learn about how to look after ourselves, including brushing teeth, handwashing, healthy food/ drink choices and exercise. Begin to develop strategies for self-regulation and understand how to care for themselves and others.

~ Self-regulation

~ Caring for animals.

~ Knowing how to keep ourselves safe around animals and pets- e.g. not approaching unknown dogs, washing hands after handling animals.

Pets at home- do you have any pets at home? How do you care for them?
Children to share photos and information about their pets at home.

Literacy

Development Matters:

~ Develop their phonological awareness, so they can:

~ Spot and suggest rhymes

~ Count or clap syllables in a word

~ Recognise words with the same initial sound, such as money and mother.

~ Engage in extended conversations about stories, learning new vocabulary.

~ Understand the five key concepts about print:

~ Print has meaning.

~ Print can have different purposes.

~ We read English text from left to right and top to bottom.

~ The names of the different parts of a book.

~ Page sequencing

Continue 'Tuning into Sounds' sessions.

Four aspects of Tuning into sounds: ~ Learn the sound: What's in the box?

~ Practise the sound: Sound game

~ Blend with the sound: Blend from the box

~ Practise blending: Oral blending games.

Focus sounds:

u r h b l

Understanding the World

Science:

Living things and their habitats

Spring- changes over time

- Explore the surrounding natural environment

- Explore natural objects from the surrounding environment

~ Looking for signs of Spring- what changes can you see?

~ Going for a spring walk to look for signs.

~ Visiting a farm.

~ Baby animals- how do baby animals change? What do we call different baby animals? E.g. lamb- sheep, calf- /cow.

Online safety-

Learn about online safety through the story of 'Smartie the Penguin'.
Remember simple rules about staying safe online.

Small world- (G) making maps using small world toys- a map of a farm.