



Topic Overview



Communication and Language

Listening: Retelling stories. Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.

Speaking: describing things e.g. animals; Composing stories. Use a wider range of vocabulary.

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

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

Annotating their own pictures as Adults scribe

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

Year: Nursery Term: Spring 1

Winter Woollies



Wow starters: Jack Frost Ice patterns. Creating a winter scene.

Outcome: Children will explore different winter animals, habitats and weather.

Celebration: Investigation to free the animals that are stuck in the ice.

Maths

Number: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Shape and Measure:

Talk about and make comparisons between objects relating to size, height and length.

Notice patterns and say what comes next in simple patterns.

Physical Development

Gross motor: Daily 'Wiggle/Jogging Time'/PE in the Hall

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.

Fine Motor: 'Busy Fingers' activities – cutting, working with malleable materials, threading/sewing, drawing, 'writing', painting, etc. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.

Personal skills: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Understanding the World

Animals and their habitats; Comparing: How people live in the Arctic/UK; Characteristics of Arctic/UK animals Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.

Chinese New Year - exploring different cultures: developing positive attitudes about the differences between people.

Literacy

Understand the five key concepts about print: through story times; conversations and activities based on our reading

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that 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
- 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.

RE

Celebrations: What a celebration is and that the parish family celebrates in church
Know and understand:

How and why people gather together – Explore

The joy of gathering together to celebrate at Mass – Reveal

Acquire the skills of assimilation, celebration and application of the above – Respond

Personal, Social and Emotional Development

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly

Expressive Arts and Design

Being imaginative: Take part in simple pretend play, using an object to represent something else even though they are not similar.

Media and materials: Explore colour and colour mixing. Explore different materials freely, to develop their ideas about how to use them and what to make.