

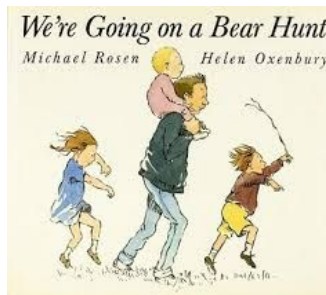
Nursery Spring 1: Let's go outside

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 through parent volunteer book buddy time
Develop phonological awareness that includes alliteration, rhythm and rhyme
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 some or all of their name forming some recognisable letter sounds
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
Show 'finger numbers' to 3
Represent 3 on a 5s frame
Copy, continue and create their own patterns
Match and sort objects by colour, size and pattern
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 from Winter to Spring
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
Learn a collection of popular songs and nursery rhymes
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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Personal, Social and Emotional Development

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



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Physical Development

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

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Communication and Language

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



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Spiritual, Moral, Social and Cultural Development

WC 8 Jan: Values, kindness
WC 15 Jan: NSPCC
WC 30 Jan: Chinese New Year
WC 5 Feb: Safer Internet Day
WC 5 Feb: Valentine's Day
WC 5 Feb: Children's Mental Health Week