

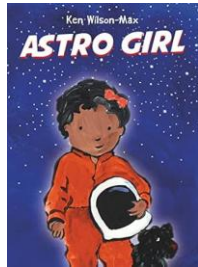
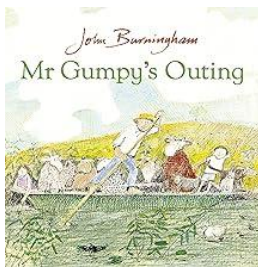
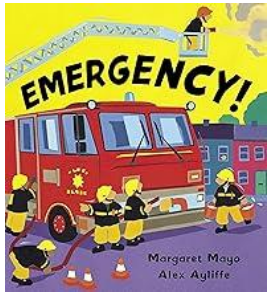
Nursery Spring Term Learning

This term our learning themes are:

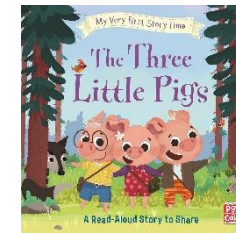
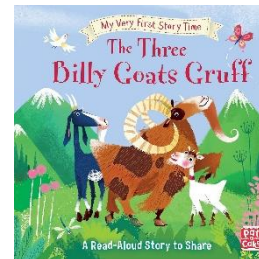
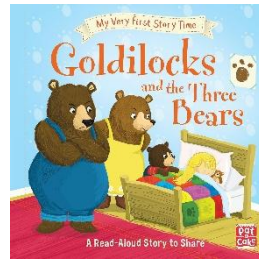
Spring 1 - 'Transport' 'People who help us'

Spring 2 - 'Traditional Tales'

Core Books for Spring 1



Core Books for Spring 2



Please note: We will be reading other books too.

Phonics

This term we will be focussing on Rhyme.

Communication and Language

- To be able to use longer sentences of four or six words, using some conjunctions.
- To develop their pronunciation but may not pronounce some sounds.
- To be able to talk to an adult or a friend and continue it for several turns.
- To be able to use a wider range of vocabulary and learn some new words.
- To be able to sing familiar songs and several new ones.
- To start a conversation, speaking about a topic for longer periods.
- To use talk to organise themselves and their play.

Personal, Social and Emotional Development

Self-Regulation

- To select and use resources with support.
- To begin to talk about their feelings
- To begin to manage their emotions, resisting the urge to push in or snatch from others. Showing 'effortful control'
- To begin to tolerate delay when their needs are not immediately met, waiting for their turn.
- To begin to ask for help from familiar adults.
- To develop appropriate ways of being assertive with occasional support.

Physical Development

Fine Motor Skills

- To be able to use several one-handed tools and equipment, with increasing control.
- To be able to use a range of mark making resources, with increasing control and preference of a dominant hand.
- To be able to put on some simple items of clothes/shoes.
- To start to snip paper independently.
- To take part in several fine motor activities with increasing control.

- To be able to listen to several stories for a longer period, remembering some simple key facts.
- To start to sequence a familiar story, recalling the start, middle and ending, using pictures or props to support.
- To be able to understand simple 'what', 'who', 'when' questions.
- To be able to follow and understand two-part instructions.
- To be able to concentrate for longer periods of time.

- To say 'please', 'thank you' and 'excuse me' at appropriate times with less modelling from adults.
- Separate from their parent at the start of the Nursery Day with some support.

Managing Self

- Know the daily routines, only sometimes needing reminders.
- To follow adult instruction
- To be aware of the behavioural expectations in Nursery.
- Use the toilet with occasional reminders showing more awareness of bladder and bowel control.
- Wash and dry their hands with occasional reminders and talk about why we wash our hands throughout the day, after using the toilet or before eating food.
- To understand the importance of oral health, through discussions about cleaning their teeth in the morning and before bed at home.
- Identify and make choices about healthy foods and activities with support.
- To put on own coat with support and encouragement.

Building Relationships

- Begin to become more outgoing with unfamiliar people, in the safe context of their setting
- To begin to show more confidence in new social situations.
- To form positive attachments to adults and peers.

- To be able to mark make using a comfortable grip when using pencils and start to make marks representing letters/numbers.

Gross Motor Skills

- To be able to use several gross motor movements, walking up/down steps, running, kicking a ball, using the trikes, throwing, balancing, climbing.
- To be able to balance for short periods.
- To be able to use several ways of moving, crawling, jumping, hopping etc.
- To be able to use large-muscle movements, with increasing control.
- To be able to take part with others during physical activities, using some spatial awareness and control.
- To choose several resources during their play, occasionally working with others to manage large items.
- To be able to increasingly remember some sequences of musical movements.
- To be able to run and start to negotiate space and larger objects.
- To be able to climb and balance on apparatus, with increasing control and confidence.

	<ul style="list-style-type: none"> • To play often with other people, starting to make friends. • To initiate play with peers and keep play going by giving ideas. • To begin to find solutions to conflicts with others. • To understand other people may feel differently and start to change behaviour. • To share resources with a familiar adult or friend. 	
Literacy	Mathematics	Phonics
<p>Comprehension</p> <ul style="list-style-type: none"> • To look at books independently, seeking out favourite stories. • To engage and ask/answer questions about books. • To be able to carefully hold books the right way, turning the pages one by one in the right direction. • To start to recognise some familiar letters in books, realising they have meaning (such as the first letter of their own name). • To start to develop play ideas around favourite stories. • To develop talk about books, recalling some key details and repeating words and phrases. <p>Writing</p> <ul style="list-style-type: none"> • To be able to write the first letter of their name independently and copy some other letters. • To be able to use a variety of mark making resources with good control. • To be able to add some marks to their drawings which they give meaning to for example “That says Mummy”. 	<p>We follow White Rose Maths.</p> <ul style="list-style-type: none"> • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same! • Counting • Recite numbers past 5. • Say one number for each item in order: 1, 2, 3, 4, 5. • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 	<p>Firm Foundations phonics will be taught in Nursery according to the 7 aspects:</p> <ol style="list-style-type: none"> 1. Environmental Sounds 2. Instrumental Sounds 3. Body Percussion 4. Rhythm and Rhyme 5. Alliteration 6. Voice Sounds 7. Oral Blending and Segmenting <p>Each aspect will be embedded into continuous provision, along with daily phonic lessons. We follow Supersonic Phonics Friends phonics scheme of work and prepare children to start Basics 2 phonics in Reception.</p> <ul style="list-style-type: none"> • To recognise and name some different environmental sounds. • To identify and copy different instrument sounds and explain how they sound. • To recognise and copy several body sounds such as clapping, tapping and clicking their fingers etc

	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') • 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. • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings • Solve real world mathematical problems with numbers up to 5. • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same 	<ul style="list-style-type: none"> • To join in with several songs and rhymes, suggesting new ones. • To start to recognise the initial sound of some familiar words i.e. their name. • To notice some familiar letters, such as the first letter of their name. • To begin to recognise that different words have several different sounds. • To recognise different letters are different shapes. • To begin to recognise that different letters make different sounds.
Understanding the World	Expressive Arts and Design	
Past and Present <ul style="list-style-type: none"> • To be able to talk about and describe their own life and family history. 	Being Imaginative and Expressive <ul style="list-style-type: none"> • To join in and copies basic actions. • To begin to remember simple songs starting to sing in a group. • To participate in small world/role play related to familiar stories and current topics. 	

- To recognise that they were a baby and they have now grown to a child.
- To be able to talk about past events and events that are going to happen in the future.
- To begin to talk about changes they have experienced and noticed.

People, Culture and Communities

- To be able to talk about some different cultural celebrations and events.
- To continue developing positive attitudes about the difference between people, explaining some of those differences.
- To be able to talk about job roles of familiar people in their life i.e. family and friends.
- To be able to talk about aspects of their familiar world such as the place where they live, starting to recognise other people live with different families.
- To know that there are different countries in the world and talk about some of those differences.

The Natural World

- To be able to talk about what they see/hear/smell/taste/feel, using a wide vocabulary.
- To notice and compare a range of different materials grouping similar objects together.
- To be able to identify and talk about some of the changes they see within their environment.
- To notice and name different man-made features in the immediate environment.
- To know that different animals will eat different types of food and live in different habitats.
- To be able to describe the weather each day i.e. sunny, cold etc
- To show care and concern for creatures and plants, identifying some of the things they need to grow i.e. water, food.

Computing

- To use the back button

- To be able to use a variety of different resources to express ideas and thoughts.
- To share creative ideas, saying their preferred method.
- To remember and choose their favourite songs and music, joining in with several songs.
- To be able to use some instruments to express sounds.
- To join in with simple repeated beats, following the melody.

Creating with materials

- To be able to use and choose own paints and name colours.
- To be able to print with small blocks, small sponges, fruit, shapes and other resources
- To be able to draw faces with features and draws enclosed spaces, giving meaning.
- To be able to add materials together to develop models (tissue paper, glitter).
- To be able to use PVA glue and spatulas for creative tasks.
- To builds to create enclosed spaces
- To be able to manipulate playdough/clay (rolls, cuts, squashes, pinches), beginning to use several tools.

- To listen to 1 step instructions.