



# Nursery Spring 2 2024



## Communication and Language

Comment, predict and explain Science experiments  
Introduce 'Big Picture' answer who, what and where questions  
Opposites: fast/slow quiet/loud big/small  
Develop key vocabulary related to Transport theme. To develop breadth of vocabulary through role play experiences. To retell events and stories in sequence.  
Use story maker and helicopter stories to retell and act out stories independently and collaboratively.

## Personal, Social Emotional Development

Explore friendship. What makes a great friend?  
Knowing the impact our words have on others. Continue understanding of Zones of Regulation and apply to stories and own experiences. Using 'conflict resolution' independently with peers. Taking turns in small group games and beginning to follow some simple rules.  
Developing empathy for others by thinking how it made them feel.  
Develop confidence to take risks with learning and build on resilience skills.  
**Termly Review;** My proudest moments from this term

## Physical Development

### Health and Self Care

Assess risk and be safe at home and in school; is it safe? Road Safety. Begin to zip up coat.

### Fundamental Movement skills

Develop hand-eye coordination to propel objects further with increased accuracy and catch fast moving objects.

### Fine Motor:

Letter formation activities. Develop scissors control. To cut in straight lines and being to cut out straight lined shapes.

## Expressive Art and Design

### Painting

Colour Mixing, learn the different combinations of paint colours

### Junk Modeling

Use reclaimed materials for assembling and making models (transport related) Experiment with different tools and strategies to join and assemble materials

### Body expression with music!

Explore pulse in my body through movement and actions. Respond to music with greater control through movement. Handle and control small percussion instruments to start and stop ; play loud and soft; play fast and slow

## Maths

I can explore different ways of breaking up a number. I can count and match a set to a quantity of 5. I can compare amounts and say which is more/less. I can recognise numbers to 5 and order numbers to 5. I know one more and one less than any number to 5. I can rote count to ten. I can recite number songs and be able to represent it using concrete materials.

## *How do we get around?*

## Understanding of the World

### Events

Science Week, Pancake Tuesday, Diversity Week, Birthdays, St. Patrick's Day, Easter

### Planting

Observe changes

### Science Week

Experiment with making balloon cars that move, making boats that can sail, inflating hot air balloons

## Literacy

Explore information books about 'things that go'  
Take greater notice of letters in books and print.  
Know the difference between writing. To create story maps. To add parts to a story. To develop vocabulary from texts. To comment and explain funny parts of a story.

**Key Texts:** The Train Ride, Up, Up, Up, The Journey from Grandpa's house, You can't take an elephant on the bus, Go go Pirate Boat,

**Phonics:** Continue Read, Write Inc. programme (l, n, p, g, o) Children play games to hear initial sounds in words. Begin to orally blend. Play rhyming games and continue rhyming strings.

Core Activities run in our continuous provision on a daily basis (see long term curriculum map) Children's needs, interests and schemas and planned for through a rigorous planning cycle.