

Nursery Spring 1 2025

Communication and Language

Develop sequencing skills of first, next, last. Develop use of correct tense e.g. play, playing, played. Begin to understand and talk about what happened yesterday, today and tomorrow. Develop story telling using 'helicopter stories' and 'story maker' Rhymes/song that cross the midline. Share and talk about Tapestry posts. Sharing Tiny Tim's adventures. Use language related to measure for size (big, small, medium) and height (tall, short)

Phase 1 phonics: Talking about sounds (developing vocabulary and language comprehension) Playing with initial sounds, can you hear and say initial sounds in words.

Personal, Social Emotional Development

What is Special About Me?

Learn about Special Customs and Belief. Similarities and differences and how we show respect. Setting our personal targets and goals.

Small group turn taking games. Children learn to wait for the turn and develop patience.

Mindfulness activities linked the Children's Mental Health Awareness Week.

Use Traditional Tales to develop understanding of different perspectives and develop an understanding of empathy.

Termly Review; my proudest moments from this term

Physical Development

Health and Self Care

Learn about oral hygiene and brushing teeth. Use the toilet independently. Try and taste different foods. Develop breath control for brain breaks

Fundamental Movement skills

Jumping

Practice pushing feet down into the ground to jump with increased height and distance.

Climbing

Develop balance and control when climbing and on equipment.

Fine Motor:

Construct with a variety of small materials and tools. Use different sized shape cutters when making biscuits.

Expressive Art and Design

3D work

Use different sized shaped cutters for making gingerbread biscuits. Experiment with materials to make homes and buildings. Building and constructing homes and buildings. (three little pigs)

Role Play

Learn to act out collaborative narratives using costumes, masks and props.

Maths

I can see 3 in different ways (3 sticks as a row / triangle/ on top of each other) and recognise it without counting. I can separate a group of objects in different ways. I know that the last number reached when counting a small set is how many there are in total. I can show finger numbers up to 5. I can compare two amounts and use language such as more/lots/less/fewer. Compare and order size and height. Begin to make ABAB patterns.

What Fairy Tales do we love?

Understanding of the World

Continue to learn about different celebrations and share personal experiences: Birthdays, New Years, Valentine's Day, Chinese New Year, Pancake Day.

Begin to understand know that there are school days and non school days and what happens on different days. Eg children share weekend news.

Talk about the weather. Plant seeds and observe change over time.

Alongside using the statutory framework for the early years curriculum and birth to five matters to inform our planning, we also take into consideration the children's individual interests, needs and abilities.

Part of our planning cycle is based on the interests the children show during their free flow play.

Literacy

Turn pages of books independently. Act out fairy tales using key story telling words Describe settings in stories. Join in with key phrases in stories and rhymes.

Key texts:

The Three Little Pigs, Goldilocks, Billy Goats Gruff, The Gingerbread Man, Jack and the Beanstalk, The Little Red Hen

Writing:

To know the difference between writing and reading. Know that 'writing' means something. Write Dance activities Copies circular, vertical, horizontal strokes and lines with mark making tools. Begin to write name. Drawings begin to have some more detail.

RWI: Begin first set of sounds with children who are ready.