

Communication, Language and Literacy

Stories, songs and Nursery rhymes

- Sing songs and say rhymes independently, for example, singing whilst playing. Clapping our names and syllables in words
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures.
- Circle Time & Big Books- Looking at the parts of a book
Print has meaning and is read from right to left
Print can have different purposes
Page sequencing
Understanding longer sentences and following multi-step instructions
- Traditional Tales- The Gingerbread Man
Busy Books- Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.

Phonics

- Phase 1 Phonics
- Tuning into Sounds
- Rhyme Time

Mathematical Development

- Registration Routine - How many children are here today?
Can we count them?

Number- 3, 4 & 5

- Recognising objects without counting- subitising
- Counting objects, matching numeral to quantity

Shape

- Talk about and explore 2D and 3D shapes

Understanding of the WorldThe Natural World

- Calendar- Days of the Week/ What is the weather like today?
- Seasons- Winter
- Using our senses and talking about what they can see.
- Exploring natural materials and collections of materials with similar/different properties, e.g. ice, snow, pine cones, twigs, berries etc.
- Naming animals from different habitats
- Talking about animal colours and patterns
- Explore a range of materials using our senses

Expressive Arts and Design

- Explore colour and colour mixing
- Join different materials and explore different textures
- Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings (jungle sounds and music)
- Create different animal prints using a range of tools, media and techniques.

Termly Overview

Term: Spring 1

Year group: Nursery 2024-2025

<p><u>Learning challenge</u> Weekly Floor Book sessions planned into timetable. Circle Time- Children to discuss WOW's and curriculum topics for the Floor Book. Introduce key question- Which animals have patterns?</p>	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Gross motor skills- Fundamental skills (running, jumping, hopping, skipping and climbing) • Learning how to use the play equipment outside. Access to outside play for gross motor each day. • Clever Fingers- Access to activities for fine motor each day, changed weekly, increasing in complexity. Dough Disco. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips - getting changed for PE (shoes and socks) • Supervised toothbrushing scheme to begin- Children to discuss importance and how this helps to keep us healthy. 	<p><u>Music</u></p> <ul style="list-style-type: none"> •Nursery rhymes and songs •Songs sung each week in circle time. Instruments used. •Movement and music- moving like different animals, e.g. jumping, crawling, hopping etc. •Winter songs
<p><u>Enrichment (Trips/ Visitors/WOWs)</u></p> <ul style="list-style-type: none"> • Animal Workshop 	<p><u>PSED/ SMSC</u></p> <ul style="list-style-type: none"> • Continuing to follow Shadsworth rules- Ready, Respectful and Safe, along with class routines and boundaries and understand why they are important. • Using talk to organise my play and myself • Sharing and taking turns in a group 	<p><u>RE</u></p> <ul style="list-style-type: none"> • Chinese New Year Values, clothes, culture & food