Nursery Spring 1

Question: I WONDER WHY IT FEELS GOOD TO HELP?

I WONDER WHO HELPS US?

WHAT IS WINTER LIKE?

Visit to church— The Epiphany Mass

Religious Education.

RE TOPIC 3 – JESUS TRAVELS FROM GALILEE TO JERUSALEM

- Learn about Jesus's life from a boy to a man
- Learn about the stories / parables Jesus told
- Jesus helped others (miracles)
- He gathered friends and followers called Disciples

Physical Development—Indoor & Outdoor, Trim Trail & Tuesday Hall activities

Balance on one foot or in a squat momentarily, shifting body weight to improve stability

Can grasp and release with two hands to throw and catch a large ball, beanbag or an object

Can describe in words or actions the effects of physical activity on their bodies.

Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely

Wash and can dry hands effectively and understands why this is important

Can mirror the playful actions or movements of another adult or child

Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

Personal, Social and Emotional Development.

- Uses their experiences of adult behaviours to guide their social relationships and interactions
- Consideration of other people's needs
- Begin to show more impulse control e.g. giving up a toy to another who wants it
- Be sensitive to others' messages of appreciation or criticism
- Welcome new intake children

Understanding the World.

Enjoys joining in with family customs and routines

Remembers and talks about significant events in their own experience

Shows interest in different occupations and ways of life indoors and outdoors—

Talks about why things happen and how things work

Developing an understanding of growth, decay and changes over time—linked to Winter theme

Shows care and concern for living things and the environment

Knows how to operate simple equipment, e.g. turns on tablets, uses the IWB, can navigate touch-capable technology with support

Communication and Language & Literacy

- Wellcomm assessment & Interventions
- **Phase 1 Phonics**
- Listens to familiar stories with increasing attention and recall
- Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box
- Beginning to understand why and how questions
- Beginning to use more complex sentences to link thoughts (e.g. using and, because)
- Uses talk to explain what is happening and anticipate what might happen next
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how
- Beginning to use a range of tenses (e.g. play, playing, will play, played)
- Absorb and use language they hear around them in their community and culture
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Shows interest in illustrations and words in print and digital books and words in the environment

Mathematics

Cardinality
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)
Composition
Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers
Spatial Awareness
Responds to and uses language of position and direction
Shape
Responds to both informal language and common shape names
Shows awareness of shape similarities and differences between objects
Measures
In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items

Expressive Arts and Design– Winter, Frost, Ice & Famous Winter Art Scenes

Taps out simple repeated rhythms

Develops an understanding of how to create and use sounds intentionally

Continues to explore colour and how colours can be changed -link to winter shades

Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously

Plays alongside other children who are engaged in the same theme