

Communication and Language

Start conversations with an adult or a friend and continue it for many turns.
Hears and uses new vocabulary from stories, rhymes and poems.
Joins in with familiar rhymes and stories
Ask questions to find out more and to check they understand what has been said to them.

Sing familiar songs and rhymes from memory.
Begin to make up own on songs and rhymes.
Make up own silly rhymes such as rhyming names- Ella Bella, Lenny Penny.
Using puppets to role play ways of resolving conflicts during circle times.
Using language to begin to resolve conflicts during play.

Mathematics

Number 3: Subitising

Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects.

Number 3:

Children match the number names to quantities and numerals.
They touch count in different arrangements and recognise the final number is the quantity of the set.

Number 4: Subitising

Children subitise sets of up to 4 objects to find out how many make their own collections of objects.

Number 4:

Children count on and back to 4.
They match the number to numerals and quantities and are able to say which sets have more and fewer items.
When counting they continue to learn that the final number they say names the set.

Number 5: Subitising

Children continue to subitise up to 5 items.

Number 5:

Children count forwards and backwards to 5 accurately using the counting principles.

They represent up to 5 items on a five frame.

Expressive Arts & Design

Role Play area: A Police Station. Children to learn to play in role as police officers. Learn and use vocabulary associated with this through stories and modelling.

D+T- Design and make a hat. Shaping and joining materials. Learning skills to shape and join materials to support ability to produce a finished product.

Creating our own small world play using blocks and construction kits.

Music and Movement

Make movements and sounds using tempo of different weather sounds. To imitate and create movements in response to music.
Explore dynamics and pitch.

Physical Development

Ways of travelling in Gymnastics – skipping, hopping, rolling, walking, crawling, jumping, running, skipping, climbing
- Climbing on equipment safely using alternative hands and feet
- Performing basic Gymnastics core shapes – balancing
- Move in time with music
- Copy and explore different movements
- Make up own movement ideas and imitate others – music and rhythm.
- Large space – playground
- Problem solving with physical skills/ apparatus
- Balance bikes and scooters
- Using stilts, balancing on planks, benches, obstacle courses- moving on, under through.
Write Dance

Development Matters:

- Use one- handed tools and equipment, for example, making snips in paper using scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Fine Motor

- Developing different marks, straight, wavy, curved
- Chunky chalks & crayons
- Playdough- pushing and squishing
- Snipping paper/ playdough with scissors (loop scissors)

Nursery- Mrs Fear 2024-25

SPRING TERM

I Wonder Who Wears This Special Hat?



This half term, we will be exploring people who wear different hats. We will learn about a variety of professions and occupations, as well as delve into head coverings worn for religious purposes and cultural traditions.

Religious Education

Identity, Diversity and Belonging

RE- people in our communities who wear different head coverings for religious purposes. Why do people have different head coverings?
- Chinese New Year.

British Values

Tolerance of those with different faiths and beliefs

Birches Value

Resilience

Personal, Social and Emotional Development Me and My Safety

Safety and the Changing Body

Become familiar with safety of handling equipment in the classroom/ Forest School, play equipment/ outside of school etc.
- Core needs- brushing teeth, handwashing, healthy food choices, drinks and exercise.
- Keeping ourselves safe- handling equipment safely, safety in the classroom/ forest school/ play equipment.
- Keeping safe outside of school- holding my adults hand, not running away etc.

- Road safety- going for a walk outside, learning to understanding road safety and why this is important.
- When cooking- why is it important to wash our hands? Taking care with equipment such as knives and scissors- how do we handle equipment safely?

Literacy

Development Matters:

- Develop their phonological awareness, so they can:
Spot and suggest rhymes
- Count or clap syllables in a word
- Recognise words with the same initial sound, such as money and mother.
- Engage in extended conversations about stories, learning new vocabulary.
Continue rhyme time songs and activities.

Continue 'Tuning into Sounds' sessions.
Four aspects of Tuning into sounds: - Learn the sound: What's in the box?
- Practise the sound: Sound game
- Blend with the sound: Blend from the box
- Practise blending: Oral blending games.
Focus sounds: d g o c k e

Understanding the World

Who wears this special hat?

- Why do people wear on their head and why? E.g. hats, head coverings for religious purposes? Use pictures and stories to introduce different types of hats.
- Hats people wear for different jobs- e.g. Police officers, fire people,
Science: (PLAN)

Materials, including changing materials.

• Explore a range of materials
• Shape and join materials
- Teach shaping and joining techniques.
- Make a special hat using different materials.
Materials, including changing materials.
• Combine and mix ingredients
• Change materials by heating and cooling, including cooking
- Food from different cultures.
- Healthy foods- making healthy sandwiches.
- Making pancakes.

People who wear hats for work

Different people who wear hats - Police officers, teachers, post people, Doctors.
What jobs do people have? Why do people have jobs?