

Nursery half termly overview - Spring 1

Learning theme- **Animals**

Driver- Adaptation

| | Pets | | Jungle animals | | Farm animals | |
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| Week commencing | 5th Jan | 12th Jan | 19th Jan | 26th Jan | 2nd Feb | 9th Feb |
| Story of the week | I want a pet | The great pet sale | The Tiger who came to tea | A Rumble in the Jungle | Farmyard Hullabaloo | Duck in a Truck |

| Communication & Language | |
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| Listening & Attention | <p>Listen to familiar stories with increasing attention</p> <p>Can listen well when 1:1 or in a small group</p> |
| Understanding | <p>Beginning to understand more complex sentences eg- put you toys away and sit on the carpet</p> <p>Developing the understanding of simple concepts eg: good/ bad, fast/slow</p> |
| Speaking | <p>Learns new words rapidly and is able to use them when communicating</p> <p>Can recite some familiar nursery rhymes and poems by heart and join in with repeated phrases in stories.</p> <p>Joins in with songs and rhymes</p> <p>Beginning to use a variety of questions eg: Who?What?Where?</p> <p>Can initiate interactions with another child and adults</p> |
| Communication & language discussion hooks | <p>School Driver Adaptation, School values pets birthday, the responsibility of having a pet. Different types of animals, where animals live (habitats)</p> |
| Personal, Social & Emotional Development | |
| PSED Coram Life | <p>People who help me and keep me safe-</p> <ul style="list-style-type: none"> ● Safety indoors and outdoors ● What's safe to go in my body? |
| Building Relationships | <p>Can listen to friends ideas and share own ideas- Introduce 'talk partners' at carpet time to encourage new relationships and confidence.</p> |
| Self | <p>Beginning to Show empathy or concern for others, notices when others are sad and</p> |

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| Regulation | responds to them- Continue to celebrate when children show kindness to others. |
| Managing Self | Is dry all day and can ask for help when needed |
| Ongoing PSED | Can put on and take off own coat/jumper/shoes Can follow classroom routines independently Can ask adults for help when necessary Can share resources and toys |
| | Physical Development |
| Fine motor | Continues to use one handed tools and is beginning to have more control over them |
| Ongoing fine motor | Developing pencil grip (modelling tripod grip) encourage free writing. Access to small motor development resources- scissors paint brushes, knives, forks, spoons., use tweezers to manipulate small objects, Weekly 'Scribble it!' sessions. |
| Gross motor | Continues to avoid obstacles when moving around Shows more confidence when using pedals on tricycles Can copy a range of movements with more accuracy |
| | Literacy |
| Reading | Beginning to recognise familiar logo's from children's popular culture, commercial print or icons for apps Beginning to have favourite stories and engage well at story times, talking about the stories they have heard. |
| Writing | Loves to explore mark making and drawing and can talk about what their drawings mean. Beginning to use shapes and lines in pictures |
| Comprehension | Has favourite stories and engages well at story times, talking about the stories they have heard |
| Ongoing Literacy | Recognises and attempts to write own name, make marks with meaning, recall key events from familiar stories. Begin to show awareness of phonetic sound eg: initial sounds. Begin to develop awareness of words that rhyme. |
| | Maths |
| | Recognises numerals to 5 and above Beginning to find different ways to make numbers (2&3) using different counting objects. |

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| | <p>Can count with 1:1 correspondence to 5 and above Can recognise basic 2d shapes</p> <p>Show understanding of positional language such as : behind, next to, in front, on top, under.</p> <p>Concept cat conceptual language- short, heavy, light, behind, bottom, front, top</p> |
| Ongoing Maths | Number recognition, rote counting to 5, positional language, matching and sorting, counting using 1:1 correspondence. |
| | Understanding The World |
| Past & Present | Developing an understanding that things were different in the past-Transport |
| People, Culture & Communities | <p>I show interest in the lives of people who are familiar to me</p> <p>Enjoys joining in with family traditions and customs- Discuss how they celebrated Christmas and explain a 'New Year'.</p> |
| The Natural World | <p>Explore magnetic attraction/repulsion</p> <p>Enjoys playing with small world reconstructions, building on my own experiences.</p> <p>Exploring animals, farm visit, habitats</p> |
| | Expressive Arts & Design |
| Being Imaginative and Expressive | <p>Beginning to talk more confidently about what they are doing</p> <p>Shows an interest in the way sound makers and instruments sound.</p> <p>Beginning to experiment with ways to play instruments eg: fast, slow, quite. Loud.</p> <p>Continue to develop their imagination through roleplay and small world play drawing on their own experiences.</p> |
| Creating with Materials | <p>Using a wider range of tools in the creative area</p> <p>Continue to explore whiteboard markers,paint and sensory play to make marks</p> <p>Continue to experiment with malleable materials</p> |