

Early Years Termly Overview

Spring 2024

Year Group: **Nursery**



Subject	Curriculum Content		
<p>Religious Education</p>	<p>Celebrating</p> <ul style="list-style-type: none"> • Children will begin to learn what a celebration is. • Children will begin to learn how the parish family celebrate. • Children will reflect on what they have learned about celebrations and celebrate a class liturgy. 	<p>Gathering</p> <ul style="list-style-type: none"> • Children will begin to know how and why people gather together. • Children will begin to understand the joy of gathering together to celebrate at Mass. • Children will reflect on what they have learned about gathering and celebrate a class liturgy. 	<p>Growing</p> <ul style="list-style-type: none"> • Children will begin to know that Spring is a time when things begin to grow. • Children will begin to learn about Lent – a time to grow in love to be more like Jesus and to look forward to Easter. • Children will reflect on what they have learned about growing and celebrate a class liturgy.
<p>Maths</p>	<ul style="list-style-type: none"> • Children will consolidate their understanding of 1-3, subitising, counting and recognising the numerals and making links to numbers 1-3 in stories and the environment. • Children will be introduced to numerals 4, 5 and 6 looking at composition, counting with 1-1 correspondence and cardinality (the last number we say when counting tells us 'how many'). • Children will explore shapes and use them appropriately in building and modelling. • Children will explore size, height, length and capacity through a range of practical activities. <p>We use NECTM and Ten Town resources to support the children's maths learning in nursery.</p>		
<p>Literacy</p>	<p>Phase 1 phonics activities:</p> <ul style="list-style-type: none"> • Identifying instrumental sounds • Body percussion – clapping to the beat. • Rhyming games and activities, learning to hear and say rhyming words. • Alliteration games and activities – learning to hear and say initial sounds. <p>Reading and Comprehension:</p> <ul style="list-style-type: none"> • Enjoying a wide range of stories, songs and rhymes • Answering questions about stories • Beginning to predict what might happen next in a story 	<p>Phase 1 phonics activities:</p> <ul style="list-style-type: none"> • Continuing a rhyming string through games and songs • Hearing and saying initial sounds • Voice sounds and mouth shapes • 'Fred Talk' – hearing and saying the sounds in words. <p>Reading and Comprehension:</p> <ul style="list-style-type: none"> • Fostering a love of stories and reading • Beginning to say how a story might end and offer an alternative ending. • Understands 'who', 'what' and 'where' questions. • Recognises their name when written down and can say the first sound in their name. 	

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	<ul style="list-style-type: none"> • Beginning to understand that a story has a beginning, middle and end • Beginning to understand that in English, text is read from left to right and top to bottom. • Understands that print in books and in the environment has meaning 	<ul style="list-style-type: none"> • Clapping out syllables in their name and simple objects • Beginning to talk about characters and plot • Knows what the author and illustrator do.
Focus Stories	Traditional Tale: The Three Little Pigs	Traditional Tale: The Little Red Hen
Other Key Texts	Each Peach Pear Plum Supertato Never Shake a Rattle Snake Oi Frog!	Farmer Duck Peace At Last Our House Stomp Chomp Big Roars A Squash and a Squeeze
Understanding the World	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Continuing to explore cultural differences through festivals and celebrations– Chinese New Year • Learning about different occupations (police, fire brigade, doctors, dentists) through stories and visitors. <p>Past and Present</p> <ul style="list-style-type: none"> • Use nursery rhymes, stories and fairy tales to explore differences between the past and present. • Talk about personal events that have already happened, using prompts such as photographs. <p>Natural World</p> <ul style="list-style-type: none"> • Learning about winter – weather and environment. • Learning about local animals and birds in winter – hibernation and how we can help those who do not hibernate. • Making bird feeders • Joining in with the RSPB Garden Bird Watch • Learning about polar regions – animals and habitats • Learning about freezing and melting through practical activities including ice exploration and cooking/baking. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Continuing to explore cultural differences through festivals and celebrations- Easter • Learning about our local area through pictures, photos, walks around the area and visits to local places (e.g. the library, the shops, the park) • Learning about changes to materials through baking bread <p>Past and Present</p> <ul style="list-style-type: none"> • Growing and changing – how children have grown and changed since they were babies, looking at photographs • Beginning to understand that yesterday is in the past. <p>Natural World</p> <ul style="list-style-type: none"> • Planting seeds and caring for growing plants - beans and cress • Continuing to explore the weather and seasonal change, looking at signs of Spring • Life on the farm – how baby animals grow and change.

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<p>Expressive Arts and Design</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Playdough • Exploring collaging with a range of materials • Mixing powder paints to create colours for winter pictures • Using techniques to create different textures on paintings - icing sugar and salt. • Respond to learning about people who help us by drawing pictures, painting and making simple models. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Taking part in simple pretend play with small world and role play props and resources based on People Who Help Us. • Playing with other children who are engaged in the same theme. • Re-enacting familiar stories using props, costumes and instruments • Exploring the sounds of instruments • Use dance and music to express feelings and events in stories • Use materials to create role play settings e.g. doctors, police station, fire engine. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Respond to learning about our local area by drawing pictures, painting and making simple models • Pictures, paintings and models to respond to life cycles and growing. • Symmetrical butterfly paintings. • Begin to build with junk modelling materials. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Build enclosures. • Begin to build with a purpose. • Create props and settings for mini me's based on the local area using a variety of techniques • Uses small world resources to develop a narrative and re-create familiar scenarios
<p>Physical Development</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> • Squiggle While you Wiggle – arches, humps and spirals. • Daily physical development activity (Jump Start Jonny, Go Danny etc.) • Skipping, hopping, moving in different ways • Walking, running and climbing on different levels and surfaces. • Running, jumping, manoeuvring when playing chasing games • Accessing the climbing frame, slide, swing and other equipment safely • Digging, filling, pouring • Using balls, hoops and other equipment to throw, catch, roll • Large scale mark making – paintbrushes, sweeping, chalk, vertical surfaces. <p>Fine Motor</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> • Squiggle While you Wiggle – waves, diagonal lines, triangles/squares. • Daily physical development activity (Jump Start Jonny, Go Danny etc.) • Obstacle courses, lifting and carrying safely, balancing • Beginning to use large scale construction resources – tyres, planks, crates, guttering, cable reels etc. • Throwing and catching • Using wheeled toys incl. balance bikes • Lifting and carrying objects – buckets, watering cans, pans etc. <p>Fine Motor</p> <ul style="list-style-type: none"> • Name writing opportunities (on pictures etc.)

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	<ul style="list-style-type: none"> • Dough Disco • Fine motor activities – threading, peg boards, paper clips, using tongs to move objects. • Mark making with a variety of equipment and in a variety of contexts • Construction with smaller pieces and making connections – Duplo, Snowflakes, Giant K’nex 	<ul style="list-style-type: none"> • Fine motor activities - threading, peg boards, paper clips, stickers on a line etc. • Scissor skills – fringing and cutting in a line. • Mark making with a variety of equipment and in a variety of contexts. • Construction with smaller pieces and making connections –Mobilo, Magnetix
Technology and Computing	<ul style="list-style-type: none"> • Following instructions • Beginning to learn to use the arrow keys, the space bar and the return key on the keyboard to play simple games on the computers • Beginning to learn how to move the mouse and click to play simple games on the computers • Beginning to explore a range of simple technology and apps – ipads, cameras. 	<ul style="list-style-type: none"> • Continuing to use the arrow keys, the space bar and the return key on the keyboard to play simple games. • Continuing to learn how to move the mouse and click to play simple games on the computers • Using technology for a purpose – taking photos, using a simple drawing app to create a picture..
PSHE	<ul style="list-style-type: none"> • Developing relationships with staff and peers. • Learning about school rules and expectations • Learning to name and recognise feelings through stories and circle time discussions. • Learning about friendship- how can we be a good friend? • Staying safe – stranger danger – linked to visit from the police. • Online safety – Smartie the Penguin – Internet Safety Day • Fire safety and what to do in an emergency – linked to fire brigade visit. • Staying healthy – looking after our teeth <p>Ten Ten unit: Role Model</p>	<ul style="list-style-type: none"> • Through stories and circle time, begin to understand that others have feelings too. • Friendship – learning that others may have different ideas and opinions • Staying safe – NSPCC Pantosaurus – My Body My Rules • Staying healthy – healthy foods • Learning to persevere in the face of a challenge – ‘The Koala Who Could’. <p>Ten Ten unit: Safe inside and out; My body, my rules; Feeling poorly: People who help us</p>