

Nursery Curriculum 2022/23

Spring I Transport

<p>Phonics</p> <p><u>Progression of sounds</u> m d g o c k e</p> <p><u>Picture cards</u> mouse duck goat octopus cat kite elephant</p> <p><u>Phonemic awareness</u> Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.</p> <p><u>Continuous Provision</u> Teach phonemic awareness and oral blending every day to build children's focused listening and attention. Support children to grow these skills in a fun and age-appropriate way.</p>	<p>Reading and Writing</p> <p><u>Comprehension</u> discuss the actions of characters in stories; suggesting events and endings for stories; describing characters in stories; talking about the order in which story events happen; retelling stories; discussing the information presenting in non-fiction books; explaining their own imaginative play</p> <p><u>Vocabulary and grammar</u> Games involving object description; role-play areas (dolls' house, and see half-termly sections below); prepositional games; describing objects, characters and real people</p> <p><u>Composition and love of reading:</u> Listen to a range of fiction and non-fiction texts, as whole-class, in small groups on the sofa, I-to-I under the wicker arch; making up nonsense or funny sentences; singing songs and chanting rhymes; developing imaginative play; inventing own stories on a theme; linking artwork and other creative activities to stories and story worlds</p>
<p>Oracy singing songs and chanting rhymes; joining in with repeated phrases/refrains in stories; developing imaginative play</p> <p><u>Role Play</u> 134 Bus</p>	<p>Handwriting</p> <ul style="list-style-type: none"> Handwriting: writing own name each day; mark-making on different surfaces using a range of materials including sensory trays, tracing letters and other shapes; developing fine-motor skills through action songs, manipulating small objects (e.g. sticklebricks, beads, lego, pegs in boards), using scissors, pricking holes around an outline shape A range of activities to promote fine motor skills, e.g. pouring, cutting, hole-punching, sorting, threading, colouring, using smaller construction toys, pegboards.
<p>Maths</p> <ul style="list-style-type: none"> Sing counting songs (e.g. Zoom Zoom Zoom, 1 Potato, 2 Potato and 1,2,3,4, 5) Counting round and round: children sit in a circle and start at one, count round the circle. See if they can get all the way to 10 (or try 20) and then try going backwards from 10. Play 'Can you find it?' card game, asking the children for other words to describe the objects they find. Play Dive! Put lots of numbers underneath the parachute then get children to hold it. Lift the parachute up and down that many times whilst counting. Read 10 Black Dots. Roll the normal dice and count the dots in whatever voice you roll. Play Boo! If it is a number, say the number; if it's the 	<p>Science</p> <p><u>Earth and Space</u></p> <ul style="list-style-type: none"> Read 'I wish I were a pilot'. Discuss knowledge of space. Read 'Here we Are' by Oliver Jeffers. Which is our planet? What is it called? What does it look like from space? Read 'Astro Girl' by Ken Wilson-Max and Goodnight Spaceman. Would you like to be an astronaut when you grow up? Do you remember what you would need to do? Read How to Catch a Star by O. Jeffers and Whatever Next! by Jill Murphy. Discuss children's ideas about the Moon. What would you pack for a journey there?

<p>ghost card, shout 'Boo!' and try to scare everyone.</p> <ul style="list-style-type: none"> Read 1-10 and Back Again. Practice: Counting all the way up to 10 and back. Help order the jumbled up numbers on the board. Which is the biggest number? The smallest? Can you count out 7 counting bears? 10? Read One is a Snail, Ten is a Crab. Do you remember the biggest number in the book? The smallest? How many legs do they have? How many arms? How many fingers and how many toes? Count them together. Also: play with shape puzzles, shape match boards, magnetic letters on boards, tessellating shapes, 5-square and counters, abacus 	<ul style="list-style-type: none"> Read Bringing Down the Moon by J Emmett. Use a black tray with water in it ('pond') to reflect torchlight ('moon'). Discuss reflections, and how it looks like the moon is in the pond. With whiteboards and pens, draw crescent and full moons.
<p>History <u>Past and present.</u> Understand that how trains have changed over time. Read books about trains: 'Little Red Train' series.</p>	<p>Geography <u>Foundations of human geography</u></p> <ul style="list-style-type: none"> Discuss where children went in the holiday and how they travelled. Read The Bus is For Us and look at transport pages in You Choose. What unusual modes of transport can you see?
<p>RE</p>	<p>Music</p> <ul style="list-style-type: none"> Sing 'Lycra' songs, e.g. Tiny Turtle; Zoom, Zoom, Zoom; Popcorn; Twinkle, Twinkle, Little Star. Sing/perform action songs, e.g. Have You Ever Had a Penguin Home for Tea; Heads, Shoulders, Knees and Toes. A range of music played in the classroom, including tidy-up tunes and children's requests Movement to music, e.g. Walk, Walk, Walk Friday disco Improvise play on a range of instruments as part of continuous provision
<p>Art</p> <ul style="list-style-type: none"> Tissue-ripping abstract collage <p><u>Continuous provision</u></p> <ul style="list-style-type: none"> Drawing: pastels, chalks, pencils, oil pastels, dry sand/mark-making tools, felt-tip pens Painting: Finger painting, watercolour, acrylic, pipettes, block painting, sponges, string, Q-tip scrapers, bubble blowing, sandy paint/large brushes Sculpture and three dimensional work: playdough, coloured sand/glitter/paintbrushes, clay sculpture Printing: Sponge, hand, Duplo, stamps, gears, bubble-wrap rolling pins, tyre-tracks, junk, wax relief, balloons, stencils, corks, rubbings Collage: Range of collage activities, mixed media 	<p>DT</p> <p><u>Continuous provision</u></p> <ul style="list-style-type: none"> Construction: Magformers, community blocks, 3D Geo-connectors, Duplo, Mobilo, Magnetico, Lego, constructions with sand, building with crates and planks Junk modelling Designing and making cards
<p>PE <u>Gymnastics: Unit 1</u></p> <ul style="list-style-type: none"> To copy and create shapes with their body. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. 	<p>PSHE</p> <ul style="list-style-type: none"> Read 'Sharing a Shell'. Why is it good to share? Can you think of a time when you shared something? How have we done with sharing today? Is it sometimes hard to share in Nursery? <p><u>Continuous Provision</u></p>

<p><u>Continuous Provision</u></p> <p>Riding bikes, jumping off crates, climbing and jumping from the climbing frame, negotiating planks and tyres, obstacle course, bouncing on the trampoline</p>	<ul style="list-style-type: none"> • Follow routines, access resources independently, follow instructions, move around the space safely • Manage own needs, including toileting • Make relationships with adults and children, seek out companionship with others, make own wants and needs known • Talk about how others might be feeling and respond accordingly
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