

Nursery Curriculum 2022/23

Spring 2: Buried Treasure

<p>Phonics</p> <p><u>Progression of sounds</u></p> <ul style="list-style-type: none"> • u r h b f l j <p><u>Picture cards</u></p> <ul style="list-style-type: none"> • umbrella rainbow helicopter bear flamingo lollipop jellyfish <p><u>Phonemic awareness</u></p> <ul style="list-style-type: none"> • Teach children to identify initial sounds of words and names of objects. • Teach children to articulate sounds correctly – including playing with voice sounds. • <p><u>Continuous Provision</u></p> <ul style="list-style-type: none"> • 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>Reading and Writing</p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • 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><u>Vocabulary and grammar</u></p> <ul style="list-style-type: none"> • Learning Pirate words • Games involving object description; role-play areas (dolls' house, and see half-termly sections below); prepositional games; describing objects, characters and real people <p><u>Composition and love of reading:</u></p> <ul style="list-style-type: none"> • 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>Oracy</p> <p><u>Speaking like a pirate</u></p> <ul style="list-style-type: none"> • singing songs and chanting rhymes; joining in with repeated phrases/refrains in stories; developing imaginative play <p><u>Dinosaurs</u></p> <ul style="list-style-type: none"> • Read Say Hello to the Dinosaurs • Do you remember any of the names of the dinosaurs in the story? Practise being a Stegosaurus stomping and swishing your tail; a Diplodocus ...; a Pterodactyl; a huge, fierce T-Rex 	<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 5 Little Men in a Flying Saucer using laminated flying saucers and star numbers. • Play 4 corners with the numbers 1-4 • Recap numbers 1-5 and introduce number fans. Can the children find each number? Pull numbers 1-5 out of a feely bag. Can you do that many jumps? That many hops? That many spins? • Put numbers 1-5 in a bag. Take turns to pull one out, then put that many beads on your string. • Read Alien's Love Underpants by Claire Freedman & Ben Cort. Can you show that number on your fingers? How many are left? • Read 10 Little Dinosaurs by Mike Brownlow and Simon Rickerty. Practise counting from 1 to 10. • Read Harry and the Bucketful of Dinosaurs by Ian Whybrow. Which one is the tallest and which is the shortest? 	<p>Science</p> <p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> • Look at The Big Book of Dinosaurs (Usborne). Discuss existing knowledge of dinosaurs. When did they live? No people ever saw them, so how do we know about them? • Read 'Say Hello to the Dinosaurs'. Discuss dinosaur names and practise being different dinosaurs.

<ul style="list-style-type: none"> • Shapes and properties: Hold up 2-d shapes and discuss their properties. Ask which 2-d shapes make the various features of each dinosaur. • What 2D shapes can you see around the classroom? • Feely bag: What's Inside shape song. • Shape Shop, with different 2-d shapes: circle, square, rectangle. Children come up to buy shapes from the shape shop by describing their properties; the shopkeeper must decide which shape is being asked for. 	
<p>History <u>Enquire and explain</u></p> <ul style="list-style-type: none"> • Check what children know/believe about pirates. What do they look like? How do they get around? What do they do? Scribe ideas around pirate picture. Read Portside Pirates and check facts at back of book. <p><u>Chronology</u></p> <ul style="list-style-type: none"> • Look at The Big Book of Dinosaurs. Explain that this is an information book, not a story book. It teaches us about what dinosaurs were really like. • Are dinosaurs still alive today? Dinosaurs lived so long ago that no people have seen them. Tens of millions of years ago. <p><u>Think analytically</u></p> <ul style="list-style-type: none"> • How do we know about dinosaurs? 	<p>Geography <u>Foundations of physical geography</u></p> <ul style="list-style-type: none"> • Comment and ask questions about aspects of the natural world. • Look at the world's oceans. • Create treasure maps. • Small world tropical islands.
<p>RE</p>	<p>Music</p> <ul style="list-style-type: none"> • Sing pirate sea shanties • Sing and dance to We Are the Dinosaurs
<p>Art <u>Focused activities</u></p> <ul style="list-style-type: none"> • Flicked-paint starburst, ocean waves with scrapers and forks • Parrot collage • Cotton bud pointillism <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 <u>Focused activities</u></p> <ul style="list-style-type: none"> • Design a 'Billy's Bucket' • Make cellophane sun-catchers and a paper-plate moon • Make a toilet-roll telescope • Make pirate hats <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 Dance: Unit 1</p> <ul style="list-style-type: none"> • To show an awareness of space, themselves and 	<p>PSHE</p> <ul style="list-style-type: none"> • Read Goldilocks and the Three Bears. Was it ok for

<p>others.</p> <ul style="list-style-type: none"> • To use counts of 8 to know when to change action. • To move with control and coordination. • To explore travelling movements, directions and levels <p><u>Continuous Provision</u></p> <ul style="list-style-type: none"> • Riding bikes, jumping off crates, climbing and jumping from the climbing frame, negotiating planks and tyres, obstacle course, bouncing on the trampoline 	<p>Goldilocks to go into the bears' house without asking?</p> <ul style="list-style-type: none"> • How do you think the bears felt when they got home? • What could Goldilocks do to make things better? <p>Compose a sorry letter to the bears from Goldilocks</p> <p><u>Continuous Provision</u></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
---	---