



# Nursery Spring Planning 2024



<u>Key Skills</u>				
<u>Communication and Language</u> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories.</li> <li>Can find it difficult to pay attention to more than one thing at a time.</li> <li>Understand a question or instruction.</li> <li>Use a wider range of vocabulary.</li> <li>Sing a large repertoire of songs.</li> <li>Use longer sentences of four to six words.</li> <li>Can start a conversation with an adult or a friend.</li> </ul>		<u>Personal, Social and Emotional Development</u> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Do not always need an adult to remind them of a rule.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Be increasingly independent in meeting their own care needs.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul>		<u>Physical Development</u> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Start to eat independently and learning how to use a knife and fork.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on.</li> </ul>
<u>Literacy</u> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes.</li> <li>count or clap syllables in a word.</li> <li>recognise words with the same initial sound, such as money and mother.</li> </ul> </li> <li>Use some of their print and letter knowledge in their early writing.</li> </ul>	<u>Mathematics</u> <ul style="list-style-type: none"> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Talk about and explore 2D (for example, circles, rectangles, triangles and squares).</li> <li>Notice and correct an error in a repeating pattern.</li> </ul>	<u>Understanding the World</u> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story.</li> <li>Explore how things work.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Plant seeds and care for growing plants.</li> </ul>	<u>Expressive Arts and Design</u> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Join different materials and explore different textures.</li> <li>Explore colour and colour-mixing.</li> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Listen with increased attention to sounds.</li> </ul>	



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<u>Outcomes</u>				
<u><b>Personal, Social and Emotional Development</b></u> Class routines expected behaviour in school. Feelings and emotions. Friendships/games. Showing empathy towards others. Continue to manage our own needs e.g., going to the toilet, putting on coats, managing fastenings on clothes. Sharing and taking turns Teamwork		<u><b>Communication and Language</b></u> Role play – Home Corner – both indoor and outdoor – Zoo & Vets What is your favourite animal? Tell your friends about your favourite animal. What different types of animals do you know about? Look at story books of animals. Name animals. Listening, learning, singing range of new songs. Developing attention and listening skills – becoming familiar with expectations, following increasingly more complex instructions. Speaking in full sentences and developing vocabulary, Key worker and circle time activities. Listening to stories and retelling stories.		<u><b>Physical Development</b></u> Managing own hygiene. Physical activity outdoor – hoops, balls, ropes, steppingstones, stilts for balance. Using a pencil, scissors and other tools. Dough gym and sensory activities. Construction within block area both indoor and outdoor. Large construction – crates, tyres etc. Using large sand pit – putting on own wellies and shoes. Water area – drainpipes, hose pipe, watering cans etc. Outdoor activities.
<u><b>Literacy</b></u> Animals in a tangle – finger gym. Pegs to make marks using paint. Clipboards and paper to make lists of pets of children in the class. Create a book full of animal stories. Sharing/exploring books about animals. Modelling how to hold books appropriately and turn the pages etc. Listening to and talking about stories. Discuss beginning and ending of story. Retell a familiar story. Phase 1 Phonics – Letters & Sounds Phonics – Little Wandle School Library Buddy Session. Weekly library visit.	<u><b>Mathematics</b></u> <b>MTP</b> Finger rhymes with numbers Subitising 1:1 Counting Numerals Shapes Composition Patterns	<u><b>Understanding the World</b></u> Oliver's Animal Adventures to visit class. Have a real life veterinary to visit class. Use Purple Mash to design a picture of favourite animal. Design a maze of animals for the bee bot move around. Create a small world animal area. Look at animal habitats. Circle time / Key Worker time Discussion topics Prayer and Liturgy Come and See	<u><b>Expressive Arts and Design</b></u> Paint pictures of their pets or pets they would like to have. Display photos of class pets. Make play dough animals. Salt dough to make and paint animals/pets. Make a paper plate mask of favourite animal/pet. How to use the equipment within the creative area safely. Use collage materials. Develop experience of model making. Exploring voices/musical instruments indoor/outdoor areas. Daily access to construction/small world areas both indoors and outdoors.	



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<p>Daily access to mark making/reading areas both indoors and outdoors.          Recognising own name/letters in name.          Beginning to read and write own name.</p>			<p>Mixing colours.</p>
<p><b><u>Religious Education</u></b>          Celebrating          Gathering          Growing</p>		<p><b><u>Enhancements</u></b>          Animal Zoo/Vet Visit          Zoo Role Play area, postcards, tickets, real cameras, animal costumes/masks.          Non-fiction books or fact cards.          Zoo Bee-Bot Mat.          Selection of logs, sticks, leaves, cones for animal habitats.          Chinese New Year.          Children's Mental Health Week.</p>	<p><b><u>Spanish</u></b>          Greetings.          How are you?          Numbers to 10.          Colours          Spanish songs</p>
<p><b><u>Week 1</u></b> – Animals and Us (RSPCA) Introduction to different type of animals – 5 main animal groups, habitats.  <b><u>Week 2</u></b> – Lottie's Letter – How can we save our 'Amazing Animals'? Pick an animal that needs protecting – make a model, paint or draw a picture.  <b><u>Week 3</u></b> – Oh No George – Write a letter to George to encourage good behaviour.  <b><u>Week 4</u></b> – Oh No George  <b><u>Week 5</u></b> – Oh No George</p>			