



## Year Nursery Term: Spring 1

Subject	Prior Skills/Knowledge/language	New skills	Planning
Literacy  The Night Pirates  Mr Wolfs Pancakes  Non-Fiction Shopping list  How to make pancakes	<p>As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.</p> <ul style="list-style-type: none"> <li>• Begins to understand the cause and effect of their actions in mark making</li> <li>• Knows that the marks they make are of value</li> <li>• Enjoys the sensory experience of making marks</li> <li>• Is interested in and anticipates books and rhymes and may have favourites</li> <li>• Begins to join in with actions and sounds in familiar song and book sharing experience</li> <li>• Is curious and interested to explore new and familiar experiences in</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make</li> <li>• Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> <li>• Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> <li>• Listens to familiar stories with increasing attention and recall</li> </ul>	<p>Planning</p> <ul style="list-style-type: none"> <li>-Read the story each day, Explore some of the key vocabulary.</li> <li>- create a pirate roleplay area.</li> <li>-Create a story map to retell the story.</li> <li>-Create treasure maps and go on a pirate adventure.</li> <li>-Introduce actions to the story.</li> <li>-Roleplay the story with props.</li> <li>-Sequence the journey with a sequencing activity</li> <li>-innovate the story with new ideas</li> <li>-retell the story with w puppet show/shadow puppets</li> <li>'How to be a pirate'.</li> </ul> <p>Mr Wolf's Pancakes</p> <ul style="list-style-type: none"> <li>-Read the story</li> <li>-write a shopping list for Mr Wolf</li> <li>-Write and follow instructions for making pancakes.</li> </ul>

	<p>nature: grass, mud, puddles, plants, animal life</p> <ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</li> <li>• Is interested in photographs of themselves and other familiar people and objects</li> <li>• Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)</li> <li>• Developing understanding of simple concepts (e.g. fast/slow, good/bad)</li> <li>• Beginning to use word endings (e.g. going, cats)</li> <li>• Learns new words very rapidly and is able to use them in communicating</li> </ul>	
<p>Maths</p> <p>Numbers 3,4,5 (numerals, 1:1 counting, subitising, composition, shapes)</p>	<ul style="list-style-type: none"> <li>• Enjoys filling and emptying containers</li> <li>• Investigates fitting themselves inside and moving through spaces</li> <li>• Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles</li> <li>• Beginning to select a shape for a specific space</li> <li>• Enjoys using blocks to create their own simple structures and arrangements</li> <li>• Beginning to arrange items in their own patterns, e.g. lining up toys</li> </ul>	<ul style="list-style-type: none"> <li>-Subitises one, two and three objects (without counting</li> <li>- Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li> <li>-Begin to recognise numerals 0 to 10</li> <li>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle</li> <li>-) Links numerals with amounts up to 5 and maybe beyond</li> <li>- Explores using a range of their own marks and signs to which they ascribe mathematical meanings</li> <li>-Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li> <li>- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>-Responds to both informal language and common shape names</li> </ul>	<p><u>Number 3</u></p> <ul style="list-style-type: none"> <li>-Subitising – dice pattern</li> <li>-Subitising – different patterns</li> <li>-: Subitising – different sizes and patterns '3' Bingo, Make a 'Number 3 trail</li> <li>Number 3: Counting 3, Feed the wolf! Count out 3 objects and say how many there are in total. • Counting cubes to complete the houses • Number 3 Hunt</li> <li>3: Triangles, triangle patters.</li> <li>Number 4: Counting 4 • Four Button sandwiches • Complete Pete's coat • Game- who will complete Pete's coat first</li> <li>• Pete's Groovy Button – numeral and button match • Number 4 Hunt and Place the numeral on top</li> <li>Number 4: Squares &amp; Rectangles Shape Hunt Making shapes with outdoor materials Piet Mondrian's painting Shape Prints with 2D shape</li> </ul>

			Number 4: Composition of 4, beanbags and skittles games. Number 5, counting, make a number 5 tray • Design a t-shirt with 5 items on • Number 5 Hunt
Phonics Phase 1 Aspect 4 Rhythm and Rhyme	<ul style="list-style-type: none"> <li>• Expresses self through physical actions and sound</li> <li>• Creates sound effects and movements, e.g. creates the sound of a car, animals</li> <li>• Is interested in and anticipates books and rhymes and may have favourites</li> <li>• Begins to join in with actions and sounds in familiar song and book sharing experience</li> <li>• Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a</li> <li>• Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> </ul>	<ul style="list-style-type: none"> <li>-Copy a simple rhythm.</li> <li>-Use words to describe a rhythm.</li> <li>-Recognise syllables in words.</li> <li>-Count syllables in words.</li> <li>-Move in time to a beat.</li> <li>-Join in with repetitive rhymes and stories.</li> <li>-Join in with actions to rhymes.</li> <li>-Recognise words that rhyme.</li> <li>-Continue a rhyming string.</li> </ul>
RE <u>The stories Jesus Heard</u>	<ul style="list-style-type: none"> <li>• Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes</li> <li>• Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs</li> <li>• Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability</li> <li>• Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and</li> </ul>	<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>	<p>Hearing stories from the Old Testament that Jesus probably would have heard as a boy, choose from Noah, Joseph, Moses, Joshua, David, Jonah or Daniel.</p> <p>Exploring the feelings and characteristics of the people in these stories.</p> <p><b>Godly Play: Jonah and the Whale</b></p>

ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine