



## Year Nursery Term: Spring 2

Subject	Prior Skills/Knowledge/language	New skills	Planning
Literacy  Jack and the Beanstalk  Report writing	<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>• Repeats and uses actions, words or phrases from familiar stories</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>• Distinguishes between the different marks they make</li> <li>• Enjoys drawing and writing on paper, on screen and on different textures.</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.</li> </ul>	<ul style="list-style-type: none"> <li>-discover clues to the the new story</li> <li>-read and discuss the story</li> <li>-lean and explore new vocabulary</li> <li>-Role- play the story using props.</li> <li>-use Talk for Writing techniques to retell the story</li> <li>-explore the different characters during a hot seating activity</li> <li>-Create a wanted poster for Jack or the Giant</li> <li>-Plan and write a report about the events that take place</li> <li>-compare the story to Jasper Beanstalk and Jack and the Jellybean Stalk</li> <li>-Explore the poem Jack and the Tinstalk by Micheal Rosem</li> <li>-Grow our own beanstalk looking at instructions.</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>	<p>making and drinking tea, going to the barbers, being a cat, dog or bird</p> <ul style="list-style-type: none"> <li>• Listens to familiar stories with increasing attention and recall</li> <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>• Distinguishes between the different marks they make</li> </ul>	
<p>Maths</p> <p>Number 6</p> <p>Height, length, mass and capacity.</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>	<p>May enjoy counting verbally as far as they can go.</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers.</p> <p>Begin to recognise numerals 0 to 10. Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).</p> <p>Links numerals with amounts up to 5 and maybe beyond.</p> <ul style="list-style-type: none"> <li>• Explores differences in size, length, weight and capacity</li> <li>• Beginning to understand some talk about immediate past and future</li> <li>• Beginning to anticipate times of the day such as mealtimes or home time</li> </ul>	<p>Counting 6 using Six Dinner Sid story.</p> <p>Introduce tens frame to show 6</p> <p>Look at different representations and compositions of 6</p> <ul style="list-style-type: none"> <li>• Use everyday opportunities to describe everyday items and contexts using informal language of size (giant, teeny, big, little, huge, small), length (long, tall, short), weight (heavy, light) and capacity (full, empty).</li> <li>• Observe children's problem-solving when ordering things by size, e.g. stacking cups, sensitively supporting by offering one if they are really struggling</li> <li>• Look out for opportunities to compare things purposefully.</li> <li>• Look out for meaningful opportunities for children to compare by length, weight, capacity and time using comparative language (longer/ shorter, heavier/lighter, holds</li> </ul>

			more/holds less, longer time/shorter time) . • Encourage children to participate in seesaw and balance scale play.
Phonics Phase 1: Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension) Aspect 5: Alliteration Aspect 6: voice sounds	<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>• Can identify rhyming words and continue a rhyming string</li> <li>• is interested in and can identify animal sounds</li> <li>• is interested in and can identify environmental sounds.</li> </ul>	<p>-can copy exaggerated sounds such as ssssss.</p> <p>-can make the correct mouth movements for simple sounds.</p> <p>-can suggest an object with a given letter sound.</p> <p>-can match two objects that have the same initial sound.</p> <p>-can copy and say sounds clearly.</p> <p>To know and recognise some of the sounds you might hear at home</p> <p>To experiment making different sound with their voices</p> <p>To identify objects by its sound</p> <p>To listen to and copy voice sounds</p> <p>To begin to sound out simple words, say initial sounds and segment words.</p>	<p>Monster phonics phase 1</p> <p>Aspect 5 activities: Saying and match initial sounds, tongue twisters, alliteration animal names, alliteration class names and labels, grouping initial sounds, finding objects with the same sound, mixing spells, sound hunt</p> <p>Aspect 6 activities: experimenting with voice sounds, copy sounds, creating sounds for a journey, adding sounds to a song, adding sounds to stories, sounds bingo, sound effects, exploring volume and pitch.</p>
RE <u>Easter</u>	<ul style="list-style-type: none"> <li>• Is aware of and interested in their own and others' physical characteristics, pointing to and</li> </ul>	<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience</li> </ul>	Discussion of the emotions in the stories and the children's own experiences related to the events in the stories.

	<p>naming features such as noses, hair and eyes</p> <ul style="list-style-type: none"> <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 ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Learns new words very rapidly and is able to use them in communicating</li> <li>• Uses language to share feelings, experiences and thoughts</li> </ul>	<p>Explore what it means to love and be loved.</p> <p>Easter crafts</p>
--	---	---	---