

## Nursery Curriculum - Spring Term 1

The children will be learning:

### Personal, Social & Emotional Development

- ❖ to talk about the things they like
- ❖ to play with other children
- ❖ to confidently ask for help when needed
- ❖ to respond positively to praise
- ❖ to take turns with resources, using them with care
- ❖ to tell an adult when they are hungry, thirsty or tired



### Physical Development

- ❖ to develop gross motor skills:
  - confidently climbing and balancing on outside equipment
  - jumping off objects and landing safely
  - throwing wellies into containers
  - rolling large objects
  - kicking a large ball at a target
  - making large marks with crayons and pastels
- ❖ to develop fine motor skills:
  - using tweezers to pick up jewels, coins and buttons
  - weaving pipe cleaners through objects with holes
  - making chocolates with playdoh and wrapping in cellophane
  - making Chinese food with playdoh and picking up with chopsticks
  - making controlled lines with pens & pencils
  - using scissors, staplers & tape dispensers
  - filling and pouring using jugs and water wheels
  - making marks with index fingers in cornflour
  - screwing plumbing pipes and fixing together
  - picking up noodles and prawn crackers with chopsticks
  - unlocking padlocks with keys
  - copying Chinese writing using paint
  - tapping pins into cork boards
  - fixing duplo, marble run and other small construction toys together
  - washing dolls
- ❖ to put on their coat and begin to manage the fastenings



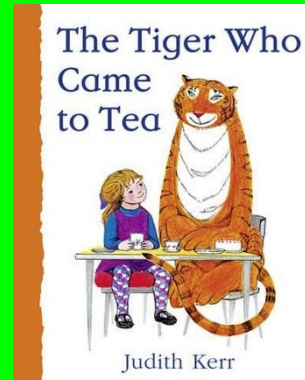
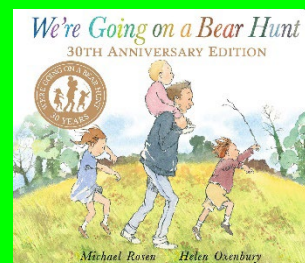
## Communication & Language

- ❖ to listen attentively to stories and join in with repeated refrains
- ❖ to follow instructions:
  - games with instructions containing 2 or 3 information carrying words
- ❖ to talk about things that have meaning eg what is happening in their play, things that have happened at home, things they notice
- ❖ to begin to link thoughts eg by using and/because
- ❖ to ask and respond to simple questions
- ❖ to use simple describing words
- ❖ to understand and use new vocabulary related to their learning
- ❖ to make different voice sounds:
  - sounds made by everyday objects
  - matching sounds to objects
  - sounds in stories



## Literacy

- ❖ to use props to retell stories:
  - Whatever Next?
  - My Cat likes to hide in boxes
  - The tiger who came to tea
  - We're Going on a Bear Hunt
- ❖ to say what might happen next in a story
- ❖ to suggest how a story might end
- ❖ to hear and say rhyming words:
  - matching rhyming objects
  - joining in with familiar rhymes
  - rhyming stories
- ❖ to give meaning to their marks/writing in different media:
  - mark making in trays of glitter, wallpaper paste, salt etc
  - orders in the shoe shop
  - shopping lists
  - copying name from namecard



## Mathematics

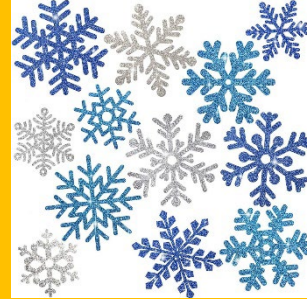
- ❖ to say and use number names:
  - using 1p coins to pay in the shoe shop & hot chocolate cafe
  - accurately counting sets of objects and actions
  - Chinese take-away phone numbers
  - ordering food from a numbered menu
  - playing dominoes
  - counting holes in and matching numicon baseboards
  - number track games
- ❖ to compare different weights:
  - balances with full/empty food packaging
  - different sized teddies
  - different sized boxes



- weighing fruit
- ❖ to sort and match like objects:
  - fruit, socks, coloured cubes, animals, things that go together eg knife & fork

### Understanding the World

- ❖ about winter:
  - how to keep warm
  - changes to the weather
  - snow
  - how to look after living things
  - what happens when ice melts
- ❖ to be able to choose from a menu:
  - moving objects around the IWB
  - using a painting program
- ❖ about how things work:
  - exploring a range of magnetic objects
  - metallic objects in ice with magnets
- ❖ about people, occupations and communities:
  - shoe shop role play
  - Chinese new year celebrations
  - Chinese new year props in the home corner
- ❖ to build with a range of blocks, bricks and construction toys
- ❖ to talk about how technology is used eg phones, tablets, cameras, laptops, remote controls, Alexa
- ❖ to identify electronic devices in the environment eg traffic lights, till scanners . . .
- ❖ to be able to capture still or moving images:
  - photos of work
  - videos of children playing, storytelling, singing, exploring . . .
  - scavenger hunts



### Expressive Arts & Design

- ❖ to explore how colours can be changed
  - mixing colours when painting
- ❖ to experience different textures
  - flour and currants - bowls, spoons, cake cases
  - making rock cakes
  - variety of collage materials
- ❖ to move in response to music
  - using chimebars and xylophones
  - Chinese dragon dance workshop
  - joining in with songs and rhymes
- ❖ to engage in imaginative play and build stories around toys
  - playmobil people and scenarios
  - fairy story characters



- space rocket, astronauts and aliens
- home corner
- cars, garage and ramps