

# Nursery

## Spring Term 1 - Nursery Traditional Tales Good vs Evil

| 1                | PSED   | PD   | CL  | Literacy | Maths  | UW  | EAD  |
|------------------|--|--|---|----------|--|---|--|
| Focus and skills | How can I help you?  | Can I move in different ways?  | What comes next in the story?   |          | Can I put objects in the correct size order?   | Which occupations do I recognise?   | Can I describe the texture of different materials?   |
|                  | Begins to learn that some things are theirs, some things are shared, and some things belong to other people. (16-26)     | Walks upstairs holding hand of adult.<br>Comes downstairs backwards on knees (crawling). (16-26)   | Beginning to talk about people and things that are not present.(16-26)  |          | Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.<br>Uses blocks to create their own simple structures and arrangements.(16-26) | In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.(22-36)                   | Explores and experiments with a range of media through sensory exploration, and using whole body.(16-26) |
| Black: Intention | Expresses own preferences and interests. (22-36)   | Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. (22-36)  | Beginning to use word endings (e.g. <i>going, cats</i> ). (22-36)   |          | Uses blocks to create their own simple structures and arrangements.(16-26)   | Shows interest in different occupations and ways of life.   | Beginning to be interested in and describe the texture of things.(30-50)                                 |
|                  | Welcomes and values praise for what they have done.(30-50)<br>Enjoys responsibility of carrying out small tasks. (30-50) | Walks downstairs, two feet to each step while carrying a small object.<br>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (30-50) | Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i> ).  |          | Beginning to categorise objects according to properties such as shape or size.<br>Begins to use the language of size.(22-36)   | 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. (30-50) |  |
|                  |  |  | Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50)  |          | Uses positional language. (30-50)  |   |  |
| Purple: Imple    | Special helpers with class responsibilities.   | Rein acting traditional tales in PE, and role playing using whole bodies.<br>Travelling in different   | Re telling the traditional tales in the correct order, establishing which section is the beginning, middle and end. Using wallpaper to create story boards. Using masks and props for children to retell the stories. |          | Creating Goldilocks objects of 3 different sizes to order. Relating this   | Explore and compare occupations seen in traditional tales and ones we know of.  | Using different materials, straw, sticks, bricks to  |

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| mentat<br>ion |   | ways on equipment and open space. Continue to explore self-care routines - hand washing, toileting, snack time, dressing. Related text focus - control of turning pages and accessing these independently. Continue with parent packs - pencil control to complete mark making and name writing activities. | Discussions on favourite tales and why, extending sentences. Beginning the RWI approach to reading and writing in groups. Nursery rhyme box Fred games- Find the animal - say in Fred talk Fred Says - fred talk body part, children find Repeated refrains Continue with super sentences, asking children to extend on their ideas Fantastics - continue to use alongside story focus to explore the story further Build a sentence in role play - adult to begin sentence, children to add to this | to everyday objects. Measuring using rulers and tape measures. Continue with 'how to write' number rhymes, counting children in class daily, model use of interactive number line. Using number square to show what numbers look like to aid number recognition. Snack time - can you take? Bagels - Can you the coins to pay for a bagel? | Why do we need these professions? What do we think they entail? What are our interests and what do we want to be? Role playing these. | explore their properties, texture etc. Create houses using these, testing them against wind. |
| Texts         | <u>Pre RWI linked texts - Repetition</u><br><br><u>Traditional Tales</u><br>Goldilocks and the Three Bears<br>Little Red Riding Hood<br>The Three Little pigs |   |  |  |   |  |
| Trips         |   |   |  |  |   |  |