

Term : Spring	Project title: Spring 1 - People who help us.	Spring 2 - Careers and ambitions	Year group: Nursery
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**Summary**  
This term we will look at the different people that help us eg: teachers, police officers, firefighters, dentists, doctors and nurses. We will discuss what they do for their job and why they are important to us. We will be learning about various celebrations and traditions including Chinese New Year, Mothers Day and Easter. We will continue to focus on independence and basic skills such as putting on our own coats and hats. We will focus on Nursery Rhymes - singing these more independently, sharing stories and will use small world, props and enhancement baskets to retell and act out.

**Context**

Spring 1  
Week 1 10-13 January Who helps us? Teachers  
Week 2 16-20 January Police Officers (Chinese New Year)  
Week 3 23-27 January Firefighters  
Week 4 30-3 February Doctors and Nurses  
Week 5 6-10 February Dentist  
Week 6 13-17 February What jobs do our grown ups do? (Valentines)

Spring 2  
Week 1 27-3 March What do you want to be when you grow up?  
Week 2 6-10 March How can we bring more physical geography (natural world) to our outdoor classroom? (Geography deep dive)  
Week 3 13-17 March Who is important to me? (Mothers day)  
Week 4 20-24 March (Easter)  
Week 5 27-31 March (Easter)

<p><b>Communication and language</b></p> <p>Join in with favourite rhymes/songs using some lines, words and actions. Show pleasure in singing.  Begin to engage in simple dialogue about play.  Use vocabulary linked to stories they have read.  Understand and follow instructions at a 3 word level when the objects are elsewhere.</p> <p>Use back and forth conversations in play.  Answer and ask why questions.  Remain attentive to the end of a book without prompts.  Anticipate the ending of a book.  Know a few rhymes off by heart, express preference for rhymes.  Begin to use longer sentences during play.</p>	<p><b>Physical Development</b></p> <p>Use the toilet independently, managing clothing and washing hands without a reminder.  Use a fork and spoon independently.  Make marks with different size pens with a palmer grip.  Independently choose simple tools for a purpose.  Holds paper whilst snipping with scissors  Travel under, over and through obstacles.  Choose movements which are appropriate to the apparatus.  Travel safely with support on equipment  Climb apparatus using alternative feet.  Complete parachute games.  Bowl, roll, chase and collect, tyres and barrels.</p> <p>Using pincer movements to pick up small items or nip malleable materials.  Post and thread.  Use large muscle movements to wave dance equipment.  Remember a simple sequence of movement relating to music  Copy adults to move in a variety of ways.  Copy all aspects of whole body action rhymes and challenges.  Drive tricycles by pedalling.  With an adults hand, travel above floor height by walking or crawling.</p>	<p><b>Personal, Social and Emotional Development</b></p> <p>Talk about own feelings.  Follow classroom rules with simple verbal prompts or visual reminders.  Take turns with adult prompts.  Choose and locate resources they need to achieve a goal.  Explore new environments with adults for support.</p> <p>Follow simple rules to stay safe when visiting local areas with support from familiar adults.  Take turns with other children sharing resources with support. We  Join in with simple discussions with an adult about how to make things fair.  Choose the tools and materials they need to achieve a goal.  Develop ways to calm themselves and use these with adult support.  Show confidence in new environments.  Imitate a tooth brushing routine.</p>	<p><b>Expressive arts and design</b></p> <p>Use mark making tools to make enclosed shapes.  Children are able to give meaning to their marks.  Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping.  Uses figures from familiar stories and films to recreate short episodes.  Sing entire or almost entire short songs including nursery rhymes, songs from television programmes and popular songs, although variations in pitch may be limited.  Demonstrate preferences for songs.  Merge elements of familiar songs with improvised singing.</p> <p>Explores a range of materials and can develop their ideas independently.  Use mark making tools to make a range of enclosed shapes  Join materials for a purpose.  Use a wider range of objects as props in spontaneous storytelling.  Create original stories with small world figures.  Create own short song-phrases, perhaps using a familiar tune or changing some words.  Create sounds in vocal sound games.</p>
<p><b>Mathematics</b></p> <p>Have a repertoire of rhymes  Fill in the gap during a rhyme  Orally blend 2 syllable words e.g. co -fee, ta-ble  Clap out 1 -3 syllable words  Match sounds to objects.  Mimic reading some elements of a story when looking at the book independently.  Remain engaged from beginning to end of longer book.</p> <p>Find it funny when you make a mistake during a rhyme or rhyming string  Orally blend 3 syllable words  Count the number of syllables in words containing 1-3 syllables  Participate in repetitive features of familiar books.  Suggest what might happen at the end of a book.  Copy some letters from my name.  Know what sound my name starts with</p>	<p><b>Literacy</b></p> <p>To be able to sort by two properties (At different times)  Subitise within 3.  Show sets on fingers within 5.  Process and use positional vocabulary accurately in small world scenes and when building.  Arrange 2D shapes, narrating choices with informal descriptions of properties.  Use everyday language to compare size  Use spatial awareness words in play.  Introduce simple measurement vocabulary.</p> <p>Solve everyday problems with numbers up to 5.  Process and use positional vocabulary accurately when out in the wider locality.  Talk about and explore 3D shapes.  Process language to Fill and empty containers.  Process language to create structures or arrangements longer, shorter, taller, wider than mine.  Describe patterns on resources and in the environment using everyday language or</p>	<p><b>Understanding the world</b></p> <p>Collect particular materials for a purpose.  Make mechanisms such as pegboard cogs and their simple construction kit components.  Children begin to understand the role of key workers.  Talk about family customs.  Work alongside adults imitating their actions as they care for living things.  Understand some similarities and differences between people.</p> <p>Describe and enact some of the roles of community figures.  Collect materials for a particular purpose.  Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits.  Begin to talk about similarities and differences between people.</p>	

regularity and repetition to describe features.(AB pattern)

What **skills** are the children going to learn? How are these going to progress across the term?

CLL	PD	PSED	M	L	UW	EAD
<p>Children are exposed to a repertoire of simple nursery rhymes.</p> <p>Children join in using actions and words and sing rhymes independently.</p> <p>Children to communicate needs with more confidence.</p> <p>Children develop their vocabulary within the continuous provision and use goldilocks words more independently during play.</p>	<p>Continue to develop fine and gross motor skills through a variety of activities both in the classroom and outdoors. Including squiggle time.</p> <p>To continue to develop independence with self-care routines and self regulation.</p> <p>Learn how to use equipment more independently during continuous provision.</p>	<p>To follow rules and routine within the classroom environment.</p> <p>To develop play with other children and show care and concern for them.</p> <p>To develop independence with self care including toileting, dressing and undressing outdoor clothing.</p>	<p>Continue to develop mathematical language such as more or fewer.</p> <p>Begin to count with 1 to 1 correspondence up to and beyond 5.</p>	<p>To show an interest in books - both sharing stories and looking at books independently.</p> <p>To continue to talk about key events from stories or act out during continuous provision, giving opinions and making predictions.</p> <p>To know a few simple rhymes by heart and recite them outloud or during time in continuous provision.</p>	<p>To begin to develop an interest in their family and the people closest to them.</p> <p>To understand the role of important people with the local community.</p> <p>To observe the environment both indoors and outdoors including care for living things. Children understand ways in which they can improve the school environment to make a positive impact.</p>	<p>To become confident and competent when creating pieces of art and music.</p> <p>To show an interest in role play / small world recreating scenes from real life experience and from stories. Including traditional tales.</p> <p>To make up stories during play uses props to support.</p>

Which **visits,visitors and special experiences** will we organise to secure children's knowledge ?

- Forest School
- Community Police Officer/other emergency services Visit (Spring 1)
- Stay and play - Let's Read together (Spring 1)
- Library Visit - (Spring 2)
- Stay and play / Easter Crafts (Spring 2)

Which **books** will help children secure and think more deeply about the knowledge in this block?

In the reading area our books are topic related and are a selection of both fiction and non-fiction.

Spring 1

Week 1	The Magic Porridge Pot
Week 2	Goldilocks and the Three Bears
Week 3	The GingerBread Man
Week 4	The Three Little Pigs
Week 5	Jack and the BeanStalk
Week 6	Little Red Riding Hood

Spring 2

Week 1 27-3 March	When I'm a Grown Up
Week 2 6-10 March	Jasper's Beanstalk
Week 3 13-17 March	Guess how much I love you
Week 4 20-24 March	The Easter Story
Week 5 27-31 March	We're Going on an Egg Hunt

Which strategies are we using to help our **most vulnerable children** deepen their knowledge this half term?

- S&L support in classroom
- Communicate in print to support language and vocabulary development and understanding
- Small groups
- Daily phonics
- Interventions to be delivered depending on need e.g. squiggle
- Forest School
- Thrive/Rainbow
- Regular communication with parents/carers
- Follow guidance given from outside agencies on Support Plan
- Daily check in - emotions
- BLAST

How will we enhance our **continuous provision indoors** to extend learning through independent enquiry?



How can we involve **families** in learning?

- Regular communication with parents/carers at drop off and hometime
- Sharing work and achievements on Seesaw
- Outdoor parents information board
- Parents invited to Reading Stay and Play
- Parents invited to Easter Crafts Stay and play
- Weekly news reported on Seesaw with things that have happened in class
- links to stories read, rhymes learnt and tips and ideas for home learning.
- Sharing vocabulary with parents

Which **Characteristics of Learning** will you be focussing on? How will this be taught? How will you achieve this? *Please add detail to this and examples of how this could be achieved!*

**Playing and Exploring**

Investigate the environment and respond to new experiences. Children to 'have a go' at new activities and access the various areas of provision more independently. Children will understand the classroom routine and expectations including the classroom reward system.

**Active Learning**

Participate in routines- daily timetables and consistent routines and expectations. Children to concentrate on a task, encountering problems and attempting to solve them. Children will adapt and try again and feel a sense of achievement when they are successful.

**Creating and Thinking Critically**

Take part in simple pretend play - provide experiences of different settings, roles, experiences and scenarios that children can use as an experience that can be adapted in their own imaginative play. Enhancement baskets will be used for the role play area to support topic and story of the week. Children will begin to develop their own ideas and where possible make links, ask questions and wonder.

**Vocabulary** - Vocabulary to be put up in each area of the classroom for reference.

Areas of the continuous provision	Anchor words <ul style="list-style-type: none"> <li>• Children have a good understanding</li> <li>• Everyday spoken language</li> <li>• Used at home/daily interaction</li> </ul>			Goldilocks words <ul style="list-style-type: none"> <li>• Really useful words</li> <li>• Likely to be encountered again</li> <li>• Very topic specific but core to topic</li> </ul>			Step on words. ( Chosen on MTP and picked according to topic) <ul style="list-style-type: none"> <li>• Less likely to be encountered again.</li> <li>• Average older child does not know the word</li> <li>• Particularly topic specific vocabulary</li> </ul>		
	2s	N	R	2s	N	R	2s	N	R
Writing	Arm Hands Finger	Pencil Mark Paper Draw Picture Colouring	Pencil grip Name Write Line Circle Sound Letter	Pencil Mark Paper Crayon Pen Thumb	Pencil grip Name Write Line Circle Sound Letter	Label Sentence Instruction List Full stop Finger space Capital letter			
Maths	More All gone Put Give Get	Tall Short Count Full Empty Less	Number Subitise Yesterday Size Set Shape Today Altogether	Next to On Top Roll Up Sort Count	Number Subitise Yesterday Size Set Shape Today Fewer	Sum Doubling Halving Total Addition/ Add Subtraction/ Take away			
Construction	Block Brick Car Train	Stack Make Duplo Build	Plan Design Model Plastic Wood Tallest Shortest	Build Small Big Make Duplo	Model Plastic Wood Plan Design	Purpose Critique Improve Successful Feedback Construct Develop			

Water/Sand	Sand Water Wet Dig	Bucket Spade Fill Empty Scoop	Container Balances Sharing Compare	Bucket Spade Fill Empty Scoop	Container Balance Sharing Beaker Jug Sieve	Edge Solid Hollow Curved Compare			
Reading	Look Book Picture	Page Listen Book Story Back Front	Beginning Middle End Cover Words Predict	Page Listen Story	Beginning Middle End Cover Words Guess	Author Illustrator Characters Setting Question Opinion Imagine			
Investigation	Yes No Hot Cold	Use Look Feel Talk Smell Hard Soft	Explore Smooth Rough Spikey Shiny Bumpy	Use Look Feel Talk	Explore Smooth Rough Spikey Shiny Bumpy	Texture Predict Senses Manipulate Experiment			
Creative	Yellow Green Blue Red	Scissors Cut Glue stick Stick Paper Tape	Join Mix Model Decorate Material Card Spreader	Scissors Cut Glue stick Stick	Join Mix Model Decorate Material Card	Mould Technique Texture Resource Attach Creative Imagination			
Role Play	Mummy/Mam my Daddy	Baby Door Bed	Bedroom Kitchen Window	Baby Door Bed	Bedroom Kitchen Window	Lock Cutlery Roof			

	Hello Thank you Bye	Sister Brother Cook Pan Spoon Knife Fork	House Clothes Table Chair Phone Oven Fridge Washing Machine	Sister Brother Cook Pan Spoon Knife Fork Blanket Pillow Cupboard	House Clothes Table Chair Phone Oven Fridge Washing Machine Family	Magazine Costume Coat hanger Mirror Baking Spatula Wisk			
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