



Spring 1st Half Term 2021-22 Nursery Topic: All About Me

Communication and Language

- To listen to others and join in with conversations that are of interest and try to take turns in conversation.
- To continue to put up our hand to answer a question during small group times.
- Follow instructions with two parts and focus during adult led times of the day.
- To understand and ask who, what and where in simple questions to find out more.
- To talk in simple sentences about where we want to play, what we want to do and then review our play at the end of the session.
- To listen to stories with increasing attention and recall.
- To recall and compare the things they can do now to when they were babies.

Key Vocabulary

- Parts of a book such as front cover, title and author.
- Words linked to :
 - family: brother, sister, Mam, Dad, grandma etc
 - where we live: house, flat, bungalow, garden, bedroom.
 - our local environment: street, path, road, shops, park, house, bus stop, postbox.
 - our health and teeth: healthy, unhealthy, sugar, cavity, plaque, toothbrush, clean
 - bodies: shoulder, ankle, heel, hip, chest, forehead, eyebrows/lashes, cheeks

Personal,Social and Emotional Development

- To recognise and think about our feelings: proud, happy, sad, excited, upset and angry.
- To share toys and take turns during play with less adult support and use talk to negotiate.
- To respond to the needs and feelings of others with less adult support and begin to co-operate.
- To seek out others to share experiences with.
- To begin to recognise differences in gender, ethnicity and appearance.

Physical Development

Gross Motor Focus

- Travelling in different ways: on tip-toes, hopping, skipping and crawling and to run with spatial awareness, negotiating the space.
- Use wheeled toys with increased confidence and lift feet when using a balance bike.
- Build using a wider range of large construction equipment.
- Use fine and gross motor movements within Squiggle Wiggle and Dough Disco to develop pre-writing skills.
- Show increasing control in holding and using a range of tools and objects such as woodwork tools, threading beads and mark making tools.
- Continue to develop self-help skills and put on own coats, mittens and socks with more independence.
- Completing simple puzzles with pieces that join together.
- To hold scissors and cut straight lines in paper.

Mathematics

- Counting out loud to 10 and beyond in order.
- Counting sets of objects by lining up objects and touching each one once, saying one number name for each object to 5, then 10.
- In everyday situations, to take or give two or three objects from a group
- Exploring capacity by filling and emptying containers and using the words nearly/full and nearly/empty.
- Name and begin to describe 2d shapes: circle, triangle, square and rectangle and find real life shapes in the environment.
- To order events of the day, such as waking up, coming to school, dinner and bed-time
- To explore the language of position and direction by hunting for hidden objects.
- To explore the concept of heavier and lighter by comparing objects and using balance scales

Reading

- Quickly recognise name tag with their personal picture.
- Join in with favourite songs and action rhymes.
- Look at books independently and turn the pages one at a time, talking about the illustrations.
- Listening to a story each day and answering questions linked to who, what and why.
- To predict what comes next based on events in a story.
- Children to take home Bedtime Bear and share a story with him
- *A visit from the library service to read a book to the children.*

Possible Texts

- Let's Make Faces
- All Kinds of People
- You Choose
- The Tiger who came to Tea
- NF texts linked to the body

Letters and Sounds

- Continuing phase 1 of Letters and Sounds through games.
- Comparing and matching sound makers and making loud and quiet sounds.
- Singing songs and action rhymes.
- Clapping the number of syllables in words.

Writing

- Holding mark making objects and making random marks on a range of surfaces and textures, e.g. paper, dough, sand etc.
- To imitate adult's writing by making random lines and shapes from left to right.
- To talk about their own drawings and writing (mark making)
- To draw family members using simple shapes and adding facial features.

Expressive Arts and Design

- To act out familiar stories and events using props, costumes and small world resources.
- To sing and begin to make up own simple songs.
- Experiment to make and combine marks with paint, chalks, pens, crayons and pencils to represent things such as their family.
- To experiment with colour mixing and talk about the effect in simple terms.
- Verbally plan and build with 2D and 3D structures such as blocks
- To talk about the sounds that instruments make, i.e. tapping, ringing sound and play them to accompany music.
- To select, use and combine a range of collage materials and techniques to create Chinese New Year crafts.

Understanding the World

- To explore celebrations such as Chinese New Year and Valentine's Day.
- Ask questions and find out about the job of a dentist or nurse.
- To talk about the things that make them unique along with similarities and differences in relation to friends and family.
- To sort food and drinks into healthy and unhealthy.
- Follow instructions to prepare food and notice the changes that occur, e.g. making fruit faces or kebabs.
- Use Ipads to play games and take photos and the interactive whiteboard with care.
- To notice and talk about the seasons (Winter).
- To talk about the features of their local environment in simple terms.
- To observe and take care of the Nursery stick insect.