



Spring 2nd Half Term 2021-22
Nursery Topic: Once Upon a Time

Communication and Language

- To listen to others, join in with and try to take turns in conversation.
- To continue to put up our hand to answer a question and focus for longer periods during small group times.
- To listen to stories with increasing attention and recall.
- To re-tell the events in a story with puppets, props, masks and pictures as a prompt.
- To talk about our favourite part of the story and why.
- To begin to use story-type language such as 'Once upon a time' and 'The end' when retelling stories.

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 begin to talk 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 begin to co-operate and understand that our actions and words can hurt others.
- To seek out others to share experiences with and learn how to be a good friend through adult support, modelling and discussion.
- To enjoy the responsibility of carrying out tasks.
- To talk about good and bad choices in relation to stories, e.g. Goldilocks going into the 3 Bears' house.

Physical Development

Gross Motor Focus

- Travelling in different ways: waddling, side-stepping and beginning to skip and to run with spatial awareness, negotiating the space.
- Use wheeled toys with confidence and lift feet when using a balance bike.
- Build using a wider range of large construction equipment and with a plan in mind.
- Use fine and gross motor movements within Squiggle Wiggle and Dough Disco to develop pre-writing skills.
- To grasp and release with two hands to throw and catch a large ball, beanbag or object.
- Continue to develop self-help skills to put on and begin to zip up own coats, socks and shoes
- To talk in simple terms about the effects of exercise on the body.
- To hold scissors and cut straight lines in paper with more control.
- Begin to hold a pencil with 3 fingers to copy or trace letters and shapes.



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Mathematics

- Counting out loud to 10 and beyond in order.
- Counting a set of objects and matching to a numeral to 4.
- To represent numbers in different ways using fingers, objects, lines and pictures.
- In everyday situations, to take or give two or three objects from a group
- Measuring ingredients to follow a simple recipe.
- Name and describe 2d shapes star, circle, triangle, square and rectangle and begin to talk about their properties.
- Ordering the events in a story in relation to time.
- To explore the language of position and direction by hunting for hidden objects.
- To separate a group in different ways and recognize that the total is still the same.

Reading

- Join in with favourite songs and action rhymes and use and repeat words and phrases from them.
- Look at books independently and turn the pages one at a time, beginning to tell parts of the story by talking about the illustrations.
- Listening to a story each day and answering questions linked to when, what and why.
- To predict what comes next based on events in a story and suggest how the story might end.
- Children to continue to take home Bedtime Bear and share a story with him
- *A visit to the library service to choose books and listen to a story.*
- *To begin to identify rhyming words.*

Possible Texts

- Goldilocks and the Three Bears
- The Three Little Pigs
- Little Red Riding Hood
- Traditional tales such as Three Billy Goats Gruff
- Take weekly library books home

Letters and Sounds

- Continuing phase 1 of Letters and Sounds through activities and games.
- Beginning to identify the initial sounds in words and sorting pictures by their initial sound.
- To begin to segment words.
- Beginning to identify rhyming words

Writing

- Holding mark making objects and make marks using a range of objects and tools, i.e. stampers, stencils 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 characters and event from stories.
- Tracing, copying or writing own name.
- Mark make for a purpose in role play areas, e.g., writing invitations, menus, making crowns and own books.

Expressive Arts and Design

- To act out familiar stories and events using props, costumes and small world resources.
- 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 to create brown bears and use tools for texture
- Verbally plan and build with 2D and 3D structures such as blocks
- To talk about the sounds that instruments make and play fast, slow, loud and quiet.
- To select, use and combine a range of materials and techniques to create Mother's Day and Easter crafts.

Understanding the World

- To begin to learn the days of the week and discuss the weather each day including the seasons (Spring).
- To investigate different types of materials and begin to explore their properties.
- To create maps and describe journeys in relation to stories.
- Follow instructions to prepare porridge and begin to talk about the changes that take place when we heat and mix ingredients while making.
- To use the iPad to take photos and listen to stories using apps.
- To talk about Easter and explore the way it is celebrated.
- To talk about the features of their local environment in simple terms.
- To observe and take care of plants.