

Curriculum Nursery - Spring 2

Overarching Theme: The Farm - What will we find on a farm?

Summary Goals:

PSED - Children can name some of their feelings and begin to recognise when their feelings change. Children are confident in different settings and are able to follow the rules within those settings. Children are able to talk about how they can help their school community.

C&L - Children can retell a simple story, in the correct order. Children use a wider range of vocabulary linked to their topic. They then use this vocabulary to explain and extend their own play. Children sing rhymes and songs independently within the continuous provision.

PD - Children demonstrate the ability to move around obstacles and negotiate space within the outdoor area. Children are purposefully using paint brushes, pencils and crayons with an effective grip. Children begin to use scissors to make snips.

Literacy - Children listen to a shared story and can retell and order the story, to enable them to begin to make a story map. Children use a wider range of vocabulary linked to topics and use this correctly within their play. Children are able to answer questions linked to a story. Children make marks that represent a story.

Maths - Children learn how to touch count up to number 6, demonstrating 1:1 correspondence. Children are exposed to the vocabulary regarding height, length, mass and capacity. Children use vocabulary to compare objects.

UTW - Children understand the life cycle of an animal. Children can talk about themselves being a baby and about the baby animals they know. Children can observe and discuss the changes in the season of Spring and plant seeds and care for growing plants.

EAD - Children explore different 3D sculptures and how to make their own face in 3D. Children develop their own ideas and then decide which materials to use to express them. Children join different materials and explore different textures.

	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6
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PSED	<u>Skill and knowledge</u> Children are settled back into the setting. Children follow the school rules and begin to say what they are. Children play co-operatively with others and feel secure in their friendships. Children are able to say when they feel happy and sad and why.	<u>Skill and knowledge</u> Children are able to say when they feel happy and sad and why. Children understand and follow the behaviour expectations of school when in other settings, i.e. the farm, church, forest school. Children explore how they can look after forest school and our Nursery garden.	<u>Skill and knowledge</u> Children are able to express the feeling of anger and understand why they feel that way. Children understand and follow the behaviour expectations of school when in other settings, i.e. the farm, church, forest school. Children explore how they can look after forest school and our Nursery garden.	<u>Skill and knowledge</u> Children are able to express the feeling of anger and understand why they feel that way. Children are confident to explore new settings and engage in a variety of activities with limited staff support. Children take part in litter picks and planting activities and understand that this is how we care for our school and our community.	<u>Skill and knowledge</u> Children are able to express the feeling of excitement and understand why they feel that way. Children are confident to explore new settings and engage in a variety of activities with limited staff support. Children take part in litter picks and planting activities and understand that this is how we care for our school and our community.	<u>Skill and knowledge</u> Children are able to express the feeling of excitement and understand why they feel that way. Children are confident to ask and answer questions in a different setting, such as on school trips, to visitors and within church. Children take part in litter picks and planting activities and understand that this is how we care for our school and our community.
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Communication and Language	See policy regarding stem sentences.	See policy regarding stem sentences.	See policy regarding stem sentences.	See policy regarding stem sentences.	See policy regarding stem sentences.	See policy regarding stem sentences.
Songs and rhymes:	Children are able to say what would happen next in the story.	Children are able to say what would happen next in the story.	Children are able to retell some parts of a story using actions.	Children are able to retell some parts of a story using actions.	Children are able to retell a simple story using actions.	Children are able to retell a simple story using actions.
Farmers in the Den	Children use a wide range of taught vocabulary within all aspects of their play.	Children use a wide range of taught vocabulary within all aspects of their play.	Children are able to explain their own play to an adult. Using key vocabulary, they engage the adult in conversation.	Children are able to explain their own play to an adult. Using key vocabulary, they engage the adult in conversation.	Children are able to explain their own play to an adult. Using key vocabulary, they engage the adult in conversation.	Children are able to explain their own play to an adult. Using key vocabulary, they engage the adult in conversation.
Old McDonald	Children remember and sing rhymes sporadically, as modelled by adults.	Children remember and sing rhymes sporadically, as modelled by adults.	Children enjoy sharing rhymes and songs within their play. Children and adults join in and start the singing.	Children enjoy sharing rhymes and songs within their play. Children and adults join in and start the singing.	Children feel confident to sing songs and rhymes whilst playing within the Nursery.	Children feel confident to sing songs and rhymes whilst playing within the Nursery.
Mary had a Little Lamb	Interventions continue for children who need support with speaking and understanding (Welcomm and Blast). Staff model effective back and forth	Interventions continue for children who need support with speaking and understanding (Welcomm and Blast). Staff model effective back and forth	Interventions continue for children who need support with speaking and understanding (Welcomm and	Interventions continue for children who need support with speaking and understanding (Welcomm and	Interventions to continue for those children unable to speak and understand effectively (Welcomm and Blast). Staff model effective back and forth conversations.	Interventions to continue for those children unable to speak and understand effectively (Welcomm and Blast). Staff model effective back and forth

	conversations. Vocab: Farm, farm animals Exposed/ recapped: baby/ young	conversations. Vocab: Farm, farm animals Exposed/ recapped: baby/ young	Blast). Staff model effective back and forth conversations. Vocab: stable, barn, pond Exposed: pig pen	Blast). Staff model effective back and forth conversations. Vocab: stable, barn, pond Exposed: pig pen	Vocab: farmer job/role Exposed/ baby/ young	conversations. Vocab: farmer job/role Exposed/ baby/ young
Physical Development	Children take part in a daily gross/ fine motor programme. Children are able to move in many different ways. Children hold a paint brush, crayons and pencils with an effective grip. Children are shown how to hold scissors correctly.	Children take part in a daily gross/ fine motor programme. Children are able to move in many different ways. Children hold a paint brush, crayons and pencils with an effective grip. Children are shown how to hold scissors correctly.	Children take part in a daily gross/ fine motor programme. Children move in a range of ways, recognise obstacles and begin to negotiate space. Children use an effective grip when using paint brushes, crayons and pencils. They make marks such as lines and circles,	Children take part in a daily gross/ fine motor programme. Children move in a range of ways, recognise obstacles and begin to negotiate space. Children use an effective grip when using paint brushes, crayons and pencils. They make marks such as lines	Children take part in a daily gross/ fine motor programme. Children move in a range of ways and at various speeds. They recognise obstacles and negotiate space. Children use an effective grip when using paint brushes, crayons and pencils. They make marks such as	Children take part in a daily gross/ fine motor programme. Children move in a range of ways and at various speeds. They recognise obstacles and negotiate space. Children use an effective grip when using paint brushes, crayons and pencils. They make marks

			letters from their names or representations of numbers. Children are encouraged to use an effective grip when using scissors.	and circles, letters from their names or representations of numbers. Children are encouraged to use an effective grip when using scissors.	lines and circles, letters from their names or representations of numbers. Children are able to hold scissors and make snips in paper.	such as lines and circles, letters from their names or representations of numbers. Children are able to hold scissors and make snips in paper.
Literacy Policy- high quality texts	Daily phase 1 phonics Children listen to a shared story. Children are able to retell the story are beginning to do so in the correct order. Children use taught vocabulary within their play and this is observed and modelled by adults. Following a conversation	Daily phase 1 phonics Children listen to a shared story. Children are able to retell the story are beginning to do so in the correct order. Children use taught vocabulary within their play and this is observed and modelled by adults. Following a conversation	Daily phase 1 phonics Children listen to a shared story. Children are able to place pictures from the story in order. Children use taught vocabulary within their play and this is observed and modelled by adults. Children answer questions linked to a given text by speaking in a	Daily phase 1 phonics Children listen to a shared story. Children are able to place pictures from the story in order. Children use taught vocabulary independently within their play. Children answer questions linked to a given text by speaking in a full sentence	Daily phase 1 phonics Children listen to a shared story and confidently order the story to create a simple story map (independently or within a group). Children use taught vocabulary independently within their play. Children answer a range of questions using a full sentence,	Daily phase 1 phonics Children listen to a shared story and confidently order the story to create a simple story map (independently or within a group). Children use taught vocabulary independently within their play. Children answer a range of

	with their talking partner, children are able to answer simple retrieval questions from a story. Children make marks to represent key parts/ characters of a story and are able to say what they have drawn. Vocab: farm, farm animals Exposed: baby, young Stem sentence linked to C&L	with their talking partner, children are able to answer simple retrieval questions from a story. Children make marks to represent key parts/ characters of a story and are able to say what they have drawn. Vocab: farm, farm animals Exposed: Baby, young Stem sentence linked to C&L	full sentence (stem sentence). Children make marks to represent key parts/ characters of a story and are able to say what they have drawn. Vocab: stable, barn, pond Exposed: pig pen Stem sentence linked to C&L	Children make marks to represent key parts/ characters of a story and start to order the story through their drawing. They are able to say what they have drawn. Vocab: stable, barn, pond Exposed: pig pen Stem sentence linked to C&L	(stem sentence) linked to a given text. Children make marks to represent key parts/ characters of a story and start to order the story through their drawing. They are able to say what they have drawn. Vocab: job, role Exposed/ recapped: baby, young Stem sentence linked to C&L	questions using a full sentence (stem sentence) linked to a given text. Children make marks to represent key parts/ characters of a story and start to order the story through their drawing. They are able to say what they have drawn. Vocab: job, role Exposed/ recapped: baby, young Stem sentence linked to C&L
Mathematics Books, songs and rhymes:	Children listen to and join in with numerical nursery rhymes. Children	Children listen to and join in with numerical nursery rhymes. Children can	Children listen to and join in with numerical nursery rhymes. Children are	Children listen to and join in with numerical nursery rhymes. Children begin	Children listen to and join in with numerical nursery rhymes. Children are	Children listen to and join in with numerical nursery rhymes. Children

When Goldilocks went to the house of the bear Goldilocks and the Three Bears	consolidate the skills of counting, subitising and numeral recognition. Children are given the opportunity to practice skills.	count 6 objects using 1:1 correspondence. Children recognise the numeral 6. Children recognise different representations of 6. Children understand the phrase 'How many?' Vocab: 6, number, match, count, how many?	exposed to the mathematical vocabulary relating to height through books and practical activities. Children compare the height of 2 objects. Children use vocabulary to identify which object is taller and which is shorter. Children compare the length of 2 objects. Children use vocabulary to identify which object is longest and which is shortest. Vocab: Height, tall, taller, short, shorter, compare	to explore the mass of different objects. Children are exposed to the mathematical vocabulary to compare mass, through books and practical activities. Compare the weight of 2 objects Children identify which object is heaviest and which is lightest. Vocab: Compare, heavy, heavier, light, lighter	exposed to the mathematical vocabulary (related to capacity) through books and practical activities. Children compare different containers, identifying which one is full and which one is empty. Vocab: Capacity, full, empty, nearly full, nearly empty	consolidate their learning on the topics of mass, capacity and height/length. Children are given the opportunity for further practise and exploration.
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UTW Religious Education Songs and rhymes: We are waving our palms We have a king who rides a donkey	Children respectfully join in with the school prayers.	Children show respect when saying their prayers.	Children show respect when saying their prayers.	Children show respect when saying their prayers.	Children show respect when saying their prayers.	Children respectfully join in with the school prayers.
	Children learn new hymns and the corresponding actions, enabling them to participate in collective worship.	Children learn new hymns and the corresponding actions, enabling them to participate in collective worship.	Children learn new hymns and the corresponding actions, enabling them to participate in collective worship.	Children learn new hymns and the corresponding actions, enabling them to participate in collective worship.	Children learn new hymns and the corresponding actions, enabling them to participate in collective worship.	Children learn new hymns and the corresponding actions, enabling them to participate in collective worship.
	Children learn about how we gather together.	Children learn how we gather together at church.	Children discuss where we can talk to God.	Children know how we can gather together.	Children know how a plant grows.	Children respectfully listen to and answer questions about the Easter story.
	Children recognise times that we have gathered as a school family.	Children learn that we gather at church to celebrate mass.	Children listen to the special words used by the priest.	Children can discuss times they have gathered together with their school family and church family.	Children know that Lent is a time that we grow closer to God.	Children share in the festival of Lent and learn about Jesus's death.
	Children know that Lent begins on Ash Wednesday.	Children listen to the special words used by the priest.	Children know that gathering brings us joy.			
	Vocab: gather, school, church	Vocab: gather, school, church Exposed Vocab: mass	Vocab: gather, school, church Exposed Vocab: mass	Vocab: gather, school, church Exposed Vocab: mass	Vocab: Good Friday, grow, Easter Sunday Exposed Vocab:	Children take part in role playing key parts of the Easter story. Vocab: Good Friday, cross,

						Easter Sunday
						Exposed Vocab:
UTW	Children share stories from their recent past - i.e weekend news. Children talk about and explore the animals they would find on a farm. Children describe the world around them (Forest school). Vocab: farm, baby, young Exposed: toddler, child	Children share stories from their recent past - i.e weekend news. Children share photos and stories of them as a baby. Children understand that they were a baby first. Children know what a baby needs to help them grow. Children describe the world around them (Forest School). Vocab: farm, baby, young Exposed: toddler, child	Children remember key events from their past - last birthday, family events. Children are able to name a range of farm animals. Children are able to match an animal to it's young. Children name the animal and its young. Children can talk about the life cycle of an animal/ insect. Children describe the world around them (Forest School).	Children remember key events from their past - last birthday, family events. Children are able to name a range of farm animals. Children are able to match the animal to it's young. Children name the animal and its young. Children can talk about the life cycle of an animal/ insect. Children describe the world around them (Forest School).	Children remember key events from their past using photos to share stories. Children observe the changes that happen during Spring. Children talk about and discuss what they have observed about Spring. Children describe the world around them (Forest School). Vocabulary: Spring, Season Exposed/ recap: changes	Children remember key events from their past using photos to share stories. Children observe the changes that happen during Spring. Children plant seeds/ bulbs using the correct methods and tools. Children know what a seed/ bulb needs to grow. Children describe the world around them (Forest School). Vocabulary:

			Vocab: life cycle baby, young Exposed: kid, piglet, calf, chick	Vocab: life cycle baby, young Exposed: kid, piglet, calf, chick		plant, seed Exposed/ recap: soil, water, sunshine
EAD	Children continue to take part in weekly singing/ music lessons and enjoy performing these to others. Children explore the features of a face, naming the key features. Children begin to orally develop the idea of a plan, prior to making something. Children play imaginatively within the classroom and outdoors - using small world characters and	Children continue to take part in weekly singing/ music lessons and enjoy performing these to others. Children are able to recognise faces on different objects and in different places both 3D and 2D. Children begin to orally develop the idea of a plan, prior to making something. Children play imaginatively within the classroom and	Children continue to take part in weekly singing/ music lessons and enjoy performing these to others. Children use a range of malleable material and practice manipulating this. Children know how to work safely. Children share their plan with others and discuss the resources they need.	Children continue to take part in weekly singing/ music lessons and enjoy performing these to others. Children explore how to attach different malleable material to create a 3D effect. Children are able to join different materials together safely. Children share their plan with others and discuss the	Children continue to take part in weekly singing/ music lessons and enjoy performing these to others. Children explore how to attach different malleable material to create a 3D effect. Children are able to join different materials together safely and explore the textures of those materials. Children develop their own ideas, plan what they	Children continue to take part in weekly singing/ music lessons and enjoy performing these to others. Children are able to talk about their final piece, thinking about what worked well and what could be improved. Children develop their own ideas, plan what they would like to create and then decide which materials to use to enable them to produce

	role play resources. Vocab: eye brows, nose, lips	outdoors - using small world characters and role play resources. Vocab: face, 2D, 3D	Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: safe, rolling, pinching	resources they need. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: face, 3D, 2D	would like to create and then decide which materials to use to enable them to produce a final piece. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: face, 3D, 2D	a final piece. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: even better
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