



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year: Nursery - Spring Term 2

Main Themes: Traditional Stories > Easter

Rhinos Don't Eat Pancakes, Come on Daisy, The Three Little Pigs, Easter

End Points

This half term we will be finding out about traditional Springtime festivals.

Children will begin to develop positive attitudes about the differences between people and cultures. They will know about St. David's Day, Shrove Tuesday, World Book Day, St. Patrick's Day, Mothers' Day and develop an understanding of Easter. Children will be even more independent in selecting and using resources. They will be able to talk about their feelings and who they love. They will show greater tolerance of each other and establish new friendships within the group. They will show greater independence in self-care and looking after belongings. They will be able to enjoy listening to longer stories and talk about them, as well as give longer focus to tasks in hand. They will be able to construct and execute longer sentences and engage in conversations with Nursery staff and other children.

The children will have greater control in movement – finer motor and gross motor – showing dominant hand, greater control in using scissors and so on. The children will continue to develop their understanding of the 5 key concepts about print. They will show a difference between pictures and writing in their mark making. Some children will be able to copy their name independently, others will copy their names with greater accuracy.

Most children will be able to subitise 2 or 3 objects quickly. Most children will be able to recite numbers past 5 and say 1 number for each item in order, recalling the last number in the count. Most children will recognise and name 2D shapes – circle, triangle, square and oblong.

Children will develop positive attitudes about the differences between people and cultures. They will know about St. David's Day, Shrove Tuesday, World Book Day, St. Patrick's Day, Mothers' Day and have an understanding of Easter. They will continue to understand and respect living creatures (from Welly Wednesday Walks, Feeding the birds at our bird table etc. Children will be able to imagine and pretend, developing their skills through small world role play and situational role play (Daisy's House/Police Station/Building Site). They will have had opportunity to choose materials and to use them creatively as well as being taught techniques to apply in their independent learning.



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	Through our practise we will continue to follow Foundations for Phonics, part of the whole school Little Wandle Phonics programme.			
Religious Education	Unit of Work: Good Friends <ul style="list-style-type: none"> • Is aware that Jesus chose friends to help him. • Know that Jesus gives us people to help us. • Know that Jesus will help us to forgive people who hurt us and say sorry if we hurt others. • Know that Jesus died on Good Friday, but that was not the end. 			
Personal, Social and Emotional Development	Safeguarding Curriculum Links	Development matters		
	Building relationships Match safety/scissor safety RHE good feelings/bad feelings Medicine safety Match/fire safety (birthday candles) Fire drill/invacuation drill Stop when you hear the bell End of day routine	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • Develop their sense of responsibility and membership of a community - knowing that they are part of the Nursery, for example. • Show more confidence in new social situations, with support of familiar adults. • Develop their play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. 		
Communication & Language	Development Matters:	Vocabulary:	Nursery Rhymes:	Shared Reading Spine texts:
	- Enjoy listening to longer stories remember some of what happens. - Develop skills in paying attention to more than one thing at a time. - Develop their use of vocabulary (expressive language). -To increase understanding of a question or instruction and follow what has been asked.	Every child to have "Key vocabulary for Rhino's Don't Eat Pancakes", "Key vocabulary for The Three Little Pigs" and "Easter",	Singa song of sixpence I'm a little Bean 5 cheeky monkeys swinging in the trees. When Goldilocks went to the house of the bears.	Rhino's Don't Eat Pancakes The Three Little Pigs Easter



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	<ul style="list-style-type: none"> -To develop their repertoire of short songs and nursery rhymes. -Develop use of longer sentences of 4 -6 words. -Begin to start a conversation with an adult or friend - continue for a few turns - Further develop use of talk to organize themselves and their play 		(1 rhyme per week, linked to EYFS Master the curriculum maths).	
Physical Development	Real Foundations		Development matters	
	Begin to sit holding hands with toes touching, lean in together then apart. Begin to sit holding 1 hand with toes touching, lean in together then apart. Begin to sit holding hands with toes touching and rock forwards, backwards and side-to-side. Begin to roll a large ball and collect the rebound. Begin to small ball and collect the rebound. Begin to throw a large ball and catch the rebound with 2 hands.		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	
Literacy	Literacy – Reading Development matters		Literacy-Writing Development matters	



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	<ul style="list-style-type: none"> Develop understanding of the 5 key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom. the names of different parts of the book. page sequencing. consolidate front/ back, which way up, title, blurb, spine, pages. Introduce "author". Continue to develop their phonological awareness - we will use the Little Wandle "Foundations for Phonics" (New for September 2022) Engage in conversations about stories, learning new vocabulary. Recognise their name, by looking at the first letter. 			<ul style="list-style-type: none"> Add marks to drawings and be able to give a meaning for the marks. Show a difference between pictures and writing. Engage in mark-making tasks, following a modelled task.
Mathematics	Phase:			
	<u>Consolidation 1 - 5</u> <u>Number 6:</u> Introduce 10 frame <u>Height & Length:</u> Tall and short, Long and short, Tall/long and short <u>Mass:</u> Relate to books - 3 little pigs, Goldilocks <u>Capacity:</u> Full and empty, Nearly full and empty, Comparing capacity			
Understanding the World	Natural World (Snap Science)	People, Culture & Communities (Geography/RE/PHSE)	Past & Present (History)	
	Who are my parents? Children can talk about and name several different animals, matching the young to the adult.	No units this term	No units this term	



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	<p>What happens when you mix it? Children can use comparative and descriptive language to talk about what they notice when they mix two or more materials together.</p> <p>What can I see, touch and smell on our Welly Wednesday walk? Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>			
Expressive Arts and Design	Creating with Materials (Art Kapow)	Creating with Materials (DT Kapow)	Being Imaginative & Expressive (Music Sing Up)	Role Play/Small World/Creative Area (Development matters)
	<ul style="list-style-type: none"> Develop ability to make imaginative "small worlds" with blocks and construction kits, such as making a zoo (Rhino's don't eat pancakes). Continue to create closed shapes with continuous lines and begin to use these shapes to represent objects. Begin to draw with increasing complexity and detail such as representing a face with 	<ul style="list-style-type: none"> Continue to join different materials and explore different textures. 	<p>Moo Music – 3 sessions</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. Use large-muscle movements to wave flags and streamers, paint and make marks. Listen with increased attention to sounds. Respond to what they have heard, expressing their 	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Develop making up simple stories using small world equipment like animal sets, dolls, dolls houses etc.



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	<p>a circle and including details.</p> <ul style="list-style-type: none">• Begin to show different emotions in their drawings and paintings.• Begin to explore colour and colour-mixing.		<p>thoughts and feelings.</p> <ul style="list-style-type: none">• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down, down and up)• of familiar songs.• Create their own songs, or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.	
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