



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year Nursery - Spring Term 1

Main Themes:

Toys > Chinese New Year

Story themes: Kipper's Toybox > Chinese New Year > That's Love

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| End Points | <p>This half term, we will begin by welcoming our children back after the holiday and supporting our children who are increasing their time at Nursery.</p> <p>Children will now be more independent in selecting and using resources. They will be more able to talk about their feelings and who they love. They will be more tolerant of each other and able to establish friendships within the group. They will show greater independence in self-care and looking after belongings. They will be more able to enjoy listening to slightly longer stories and give more focus to tasks in hand. They will be more able to construct and execute longer sentences (4-5 words) and begin to engage in conversations with Nursery staff and other children.</p> <p>The children will have a little more control in movement – finer motor and gross motor – showing dominant hand, being able to use scissors and so on.</p> <p>The children will continue to develop their understanding of the 5 key concepts about print. They will show a difference between pictures and writing. Some children will be able to copy their name independently.</p> <p>Some children will be able to subitise 1 -5 objects quickly. Most children will be able to recite numbers to 5 and say 1 number for each item in order, recalling the last number in the count. Children will begin to develop positive attitudes about the differences between people and cultures. They will begin to understand and respect living creatures (from Welly Wednesday Walks, Feeding the birds at our bird table etc.</p> <p>Children will be able to imagine and pretend, developing their skills through small world role play and situational role play (Chinese Restaurant). 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.</p> <p>Through our practise we will continue to follow Foundations for Phonics, part of the Little Wandle Phonics programme. Children will know about celebrations through following on from Christmas and finding out about Chinese New Year.</p> |
| Religious Education | Unit of Work: The Holy Family |



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| | <ul style="list-style-type: none"> To know that Mary and Joseph took Jesus to the Temple. To talk about the loss and finding of Jesus in the temple. To know that Jesus loves little children. To talk about the parable of the Good Samaritan. | | | |
| Personal, Social and Emotional Development | Safeguarding Curriculum Links | | Development matters | |
| | Building friendships – establishing rules – Golden rules. Match safety/scissor safety Firework safety RHE Good feelings/bad feelings Medicine Safety 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: |
| | <ul style="list-style-type: none"> Enjoy listening to longer stories remembering more of what happens. Develop skills in paying attention to more than one thing at a time. Further develop their use of vocabulary (expressive language). To increase understanding of a question or instruction | Each child will have a copy of “Key vocabulary for Kipper’s Toybox” <small>(Kipper, Rabbit, Big Owl, Mr. Snake, Hippopotamus, Sock Thing, Slipper)</small> “Key vocabulary for Chinese New Year” <small>(a snake, a lantern, a dragon, some money wallets, some noodles, some chopsticks, a lion, some fire crackers some Chinese food)</small> | Three Blind Mice 3 Little Kittens 5 Snowmen 4 Teddy Bears 5 Fingers Alice the Camel (1 rhyme per week, linked to EYFS Master the curriculum maths). | Kipper’s Toybox by Mick Inkpen Chinese New Year (Information text) That’s Love |



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| | <p>and follow what has been asked.</p> <ul style="list-style-type: none"> To develop their repertoire of short songs and nursery rhymes. Develop use of longer sentences of 4 - 5 words. Further develop use talk to organise themselves and their play | <p>“Key vocabulary for That’s Love” (a heart, some hearts, A dolphin, a whale, an octopus, a bear, an elephant, a rabbit)</p> | <p>Also: Miss Polly had a dolly Five little teddy bears jumping on the bed.</p> | |
| Physical Development | <p>Real Foundations</p> <p>Train – dynamic balance Walk forwards fluently with minimal wobble. Walk backwards fluently with minimal wobble</p> <p>Seaside- counter balance With a partner, sit holding hands with toes touching, lean in together then apart. With a partner, sit holding hands with toes touching, rock forwards and backwards and side to side.</p> | | <p>Development matters</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks, 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. | |
| | Literacy | <p>Literacy – Reading Development matters</p> <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 | | <p>Literacy-Writing Development matters</p> <ul style="list-style-type: none"> Add marks to drawings and be able to give a meaning for the marks. |



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| | <ul style="list-style-type: none"> ● - we read English text from left to right and from top to bottom. <ul style="list-style-type: none"> - the names of different parts of the book. - page sequencing. - consolidate front/ back of a book, which way up, title, blurb. ● Introduce spine/pages. ● Continue to develop their phonological awareness – we will use the Little Wandle “Foundations for Phonics” ● Engage in conversations about stories, learning new vocabulary. ● Recognise their name, by looking at the first letter. | <ul style="list-style-type: none"> ● Show a difference between pictures and writing. ● Engage in mark-making tasks, following a modelled task. | |
| Mathematics | <p>EYFS Master the Curriculum Spring Term for Nursery</p> <p><u>Number 3:</u> Subitising, 1:1 counting, Numerals/Triangles</p> <p><u>Number 4:</u> 1:1 counting, Numerals, Squares/rectangles, Composition of 4</p> <p><u>Number 5:</u> 1:1 counting, Numerals, Pentagon, Composition of 5</p> | | |
| Understanding the World | Natural World (Snap Science) | People, Culture & Communities (Geography/RE/PHSE) | Past & Present (History) |
| | <p>What makes it move? How does my toy work? Children can demonstrate how a push or a pull is needed to make an object move. Children can demonstrate and describe, using the words ‘push’, ‘pull’ and ‘twist’, what they need to do to make a toy move. (CP)</p> | <p>Where is Lunar New Year celebrated? Showing on a map which country they live in. To know that life elsewhere in the world often has similarities to ours. To know that life elsewhere in the world often has differences to ours. How are Lunar New Year celebrations different to celebrations in my life?</p> | <p>No unit this term</p> |



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| | <p>What can I see, touch and smell on our Welly Wednesday walk? Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.</p> | Continue developing positive attitudes about the differences between people. | | |
| Expressive Arts and Design | Creating with Materials (Art Kapow) | Creating with Materials (DT Kapow) | Being Imaginative & Expressive (Music Kapow) | Role Play/Small World/Creative Area (Development matters) |
| | <p>-Begin to draw with increasing complexity and detail such as representing a face with a circle and including details. - Begin to show different emotions in their drawings and paintings. - Begin to explore colour and colour-mixing. Explore junk modelling- using scissor skills and tape for joining (CP).</p> | <p>Use blocks to make the great wall of China. - Continue to join different materials and explore different textures.</p> | <p>Action Songs Explore action songs- row row row your boat/ heads, shoulders, knees and toes- link to PD Sing the song 'If you're happy and you know it' and ask the children to suggest appropriate actions for each verse.</p> | <p>Small world: Kipper's Toybox Lunar New Year – 12 animals story table That's Love Story table Role Play Area: Kipper's House Chinese Restaurant</p> |