



THERE'S NO FULL STOP TO LEARNING

Year: Nursery

Term: Spring 2

Topic: Things That Go! (Transport)

Literacy

Bug club pre reception activities involving rhyming and initial sounds. Exploring and sharing stories, singing songs. Weekly story focus including but not limited to 'Car, Car, Truck, Jeep' and 'The Whales on the Bus' by Katrina Charman, 'You Can't Take an Elephant on Holiday' by Patricia Cleveland-Peck. Orally retelling stories about Transport. Activities linked to the stories including small world play and creative tasks. Name recognition and name writing. Spotting rhymes in stories.

- Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - page sequencing - we read English text from left to right and from top to bottom. • Engage in extended conversations about stories, learning new vocabulary.
- Write some or all of their name. • Write some letters accurately. Use some of their print and letter knowledge in their early writing.
- Develop their phonological awareness, so that they can spot and suggest rhymes.

Expressive Arts and Design

Exploring a range of materials through free flow provision, mark making, encouraging and modelling role play with a range of resources. Role play related to our topic - car garage, petrol station, airport. Representing transport and scenes through a range of materials and skills (independent and adult-led).

- Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Explore different materials freely, to develop their ideas about how to use them and what to make. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Explore colour and colour-mixing. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Respond to what they have heard, expressing their thoughts and feelings. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds'.

Physical Development

Exploring all resources to develop gross and fine motor skills. Body movement games, obstacle courses, using different equipment, yoga. Create movements and actions related to Transport stories. Continue to develop mark making skills. Developing self care e.g. coats, zips.

- Use large-muscle movements to wave flags and streamers, paint and make marks. • Continue to develop their movement, balancing, riding and ball skills.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed • Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Collaborate with others to manage large items.

Skills and Knowledge

Understanding the World

Talking about our families, talking about events that the children and their families celebrate. Exploring our senses through games and activities. Noticing seasonal changes around us, exploring the school garden. Begin to explore and understand life cycle of animals. Looking at real life examples of transport.

- Begin to make sense of their own life-story and family's history. • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice. • Talk about what they see, using a wide vocabulary. • Show interest in different occupations. • Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Continue developing positive attitudes about the differences between people. • Understand the key features of the life cycle of a plant and an animal. • Plant seeds and care for growing plants.

Personal, Social and Emotional Development

Circle times, sharing ways we can be kind to others, using zones of regulation to express our feelings. Taking part in a range of engaging activities to encourage self-exploration and decision making. Begin to understand how others may feel.

- Talk about their feelings using words like 'happy', 'sad' or 'worried' • Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands • Make healthy choices. • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Understand gradually how others might be feeling.

Mathematics

Exploring range of maths related free flow resources, White Rose maths units. Provided maths related activities linked to Transport stories.

- Talk about and identify the patterns around them. • Select shapes appropriately.
- Say one number for each item in order: 1,2,3,4,5. • Recite numbers past 5. • Show 'finger numbers' up to 5. • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Link numerals and amounts. • Experiment with their own symbols and marks as well as numerals. • Compare quantities using language: 'more than', 'fewer than'. • Combine shapes to make new ones - an arch, a bigger triangle etc. • Talk about and identifies the patterns around them.

Communication and Language

Free flow environment encouraging speaking, quality interactions. Learning through themes and stories to develop vocabulary. Retelling stories, building on individual language development for every child. Story times and language rich environment. Weekly story focus.

- Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books. • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand 'why' questions. • Use longer sentences. • Pay attention to more than one thing at a time, which can be difficult. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."