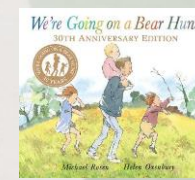
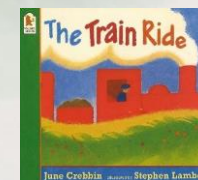
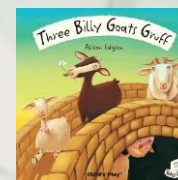
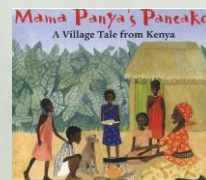


Nursery Planning Spring 1

Overall Theme: Storytelling



Favourite 5 books



Possible lines of enquiry:

- Storytelling Week.
- Birdwatch and learning about different types of birds.
- Pancake Day
- Lunar New Year

Characteristics of Effective Learning

Playing and exploring – children investigate and experience things, and 'have a go'

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Communication and Language

Listens to others speaking and continues the conversation following on from what has been said.

Paying attention when listening to longer stories. Switches attention between listening to others and completing a task.

Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play.

Recalling what happens in a story I have read. Understanding a three key word sentence.

Answering 'who, what, where' questions. I can recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'.

Personal, Social and Emotional Development

I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used. I am following the behaviour expectations of my nursery. I am showing more independence and confidence in my setting and when exploring areas. I will use the visual timetable to know what is happening in my day. I can come into my setting with minimal support from an adult. I can talk about my family. I am beginning to show friendly behaviours to my peers.

Play

At Sharples Primary School we understand that children learn best when they are interested, motivated and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our Nursery setting has an underlying ethos of 'Learning through play'.

Physical Development

Beginning to use a four-finger grip to use mark making tools, Using construction equipment correctly to build e.g. Duplo, Magnetiles. To develop more independence when using spring loaded scissors.

Children putting on their own coat (needing support to do their coat up still), Children putting on their own shoes. Going up and down stairs with control and balance.

Nursery Planning Spring 1

Overall Theme: Storytelling



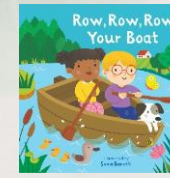
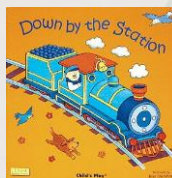
Possible lines of enquiry:

- Storytelling Week.
- Birdwatch and learning about different types of birds.
- Pancake Day
- Lunar New Year

Literacy

To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes. To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables. Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2) Hear Body percussion (Aspect 3). Adds some marks to drawings. Adds marks that to them symbolises their name. Makes smaller controlled lines. Beginning to use a two finger and a thumb grip when writing.

Nursery Rhymes



Mathematics

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Show 'finger numbers' up to 5. Say one number for each item in order: 1,2,3,4,5. 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: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understanding the World

Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos. Children recognising familiar signs, shops in my environment and local environment. I can talk about the transport used in my community. I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas and Lunar New Year. Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects.

Expressive Arts and Design

Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter. Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures.

Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.