

# Nursery Planning Spring 2

## Overall Theme: Our Community



### Possible lines of enquiry:

- Spring time
- Our local area
- Our local community
- Ramadan
- Holi
- Easter

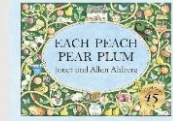
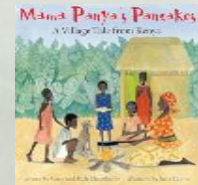
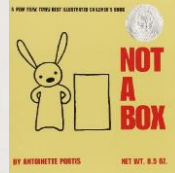
### Characteristics of Effective Learning

**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

## Favourite 5 books



### Communication and Language

Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read. Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate.

I am responding during conversations and reasoning using the word 'because'.

Beginning to understand one step instructions and questions.

I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions.

### Personal, Social and Emotional Development

I know what 'right' choices are and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way. I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices. I am forming friendships with some children in my setting. I am becoming more confident in the social situations.

### Physical Development

Children can kick a large ball with some control. Children can throw a ball with some control. To begin to balance on one leg. To dance with control using different parts of their body. To use the available equipment to create an obstacle course to navigate. Children making more controlled marks when drawing and mark making, Children manipulating dough through rolling, squeezing, balling and patting.

### 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'.

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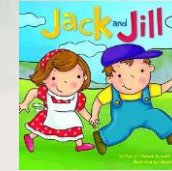
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### Literacy

To begin to understand we read from left to right and top to bottom.  
To begin to name the parts of a book e.g., front cover, title, author.  
To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes.  
Revise Aspects 1-3. Hear voice sounds (Aspect 6). Oral blending and segmenting (Aspect 7).  
Beginning to give meaning to the marks I make. Holds a pencil or tool with a preferred hand.

## Nursery Rhymes



### Mathematics

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Recite numbers past 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. Make comparisons between objects relating to size, length, weight and capacity.

### Understanding the World

Children commenting on their own past experiences e.g. Easter. Children showing curiosity about objects from the past. Children speaking positively about differences between people and ways of life. Children showing an interest in people with a range of occupations. Children exploring the changing weather and seasons (Spring). Children learning about new life and plants based around Spring time

### Expressive Arts and Design

Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes. Continues to develop their drawing skill. Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play.

*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.*