

Our Wonderful World —Curriculum Driver

Nursery 2 spring term

Topic Question: What can you find in the garden?

RE Question: How did God create the world?

Linked people of study: themselves and families, Jesus as an adult, mums and their other key female adults, awareness of other cultures.

Linked texts: We’re Going on a Bear Hunt, We’re Going on an EGG Hunt , owl Babies, The Very Hungry Caterpillar, Our Wonderful Earth , Mr Wolf’s Pancake, Nursery Rhymes linked to minibeasts. Selection of Non-Fiction books to refer to: Minibeasts, Growth, Chinese Way of Life and Light and Dark.

Linked Music: Traditional Chinese music, Vivaldi – Spring, Minibeast songs

Immersion in the woods/birdsong etc.

Associated nursery rhymes.

Trips/Visitors: Visit Church for Easter service, In school visit to school playground, Family Teddy Bear’s Picnic

Topic Composite/Finale: Teddy Bear’s Picnic – invite families and bring a bear.

Linked Prior Learning: Link back to awareness of Jack and the Beanstalk, The Very Hungry Caterpillar and We’re Going on a Bear Hunt.

Year R Future Learning Link: Once upon a time topic



Understanding the World

Intent:

- * To learn to recognise and name some minibeasts.
- * To learn about the key features of Spring.
- * To be introduced to Chinese New Year celebrations.

Skills, and Knowledge

Components Focus

- * Develops an understanding of growth, decay and changes over time.
- * Talks about some of the things that they have observed, such as plants, animals, natural and found objects.
- * Have an awareness of different ways of life.

Memory Facts/Transferable concepts:

- * Know that the weather changes in Spring, flower begin to grow and new life begins.
- * Begin to understand what is needed for a plant to grow.
- * Have an awareness of Chinese New Year and it is celebrated.
- * Name simple mini-beasts
- * Begin to understand difference between light and dark and night and day.

Key Vocabulary: ant, bee, spider, worm, ladybird, light, dark, day, night, root, stem, flower, leaf.

Subject Composite:

- * To partake in Chinese New Year celebrations.
- * To help look after stick insects.
- * To plant and look after a bulb for a Mother’s Day gift.
- * To plant runner beans and observe how they grow.

Impact:

- * Children have an understanding of faiths and festivals celebrated by themselves and others.
- * Children begin to have an awareness of the seasons and changes over time.

Expressive Arts and design

Intent:

- * To look at key features of Spring.
- * To learn some mini-beast songs and nursery rhymes.

Skills, and Knowledge

Components Focus

- * Sings a few familiar songs.
- * Explores colours and how colours can be changed.
- * Beginning to be interested in and describe the textures of things.

Memory Facts/Transferable concepts:

- * Recognises and names some flowers (daisies, daffodils, buttercups)
- * Knows that caterpillars transform into butterflies.

Key Vocabulary: caterpillar, butterfly, daffodil, daisy, buttercup.

Subject Composite:

- * To complete an observational daffodil painting.
- * To go on a Spring colour scavenger hunt in the adventure playground.
- * To learn to sign ‘There’s a tiny caterpillar on a leaf’.

Impact:

- * Children are able to recognise key features of Spring.
- * Children begin to talk about what they are painting.

Mathematics

Intent:

- * To begin to match numeral to quantity.
- * To introduce children to days of the week.
- * To introduce ordinal language.

Skills, and Knowledge

Components Focus

- * Knows that numbers identify how many are in a set.
- * Sometimes matches numeral to quantity.

Memory Facts/Transferable concepts:

- * Begins to count with one to one correspondence.
- * Begins to recognise numerals to 10.
- * Begins to recall the days of the week.
- * Begins to understand and use spoken ordinal language.

Key Vocabulary: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. First, second, third, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Subject Composite:

- * To use and understand ordinal language and days of the week to talk about the Hungry Caterpillar.
- * To use ordinal language to describe the position during an egg and spoon race.
- * To count and match the correct number of foods to match the number in relation to the Hungry Caterpillar.

Impact:

- * Children will become familiar with the days of the week and ordinal language.
- * Children have developed the mathematical skills to sometimes match numeral to quantity.

R.E

Intent:

- * To be introduced to the Last Supper.
- * To be introduced to the Easter Story.

Skills, and Knowledge

Components Focus

- * Listens to and joins in with key Christian stories.
- * Recalls important parts of the story.

Memory Facts/Transferable concepts:

- * Has an awareness of the Last Supper.
- * Has an awareness of the Easter story.
- * Knows that Jesus is the son of God.

Key Vocabulary: Jesus, disciple, cross, resurrect

Subject Composite: To create their own Easter card.

Impact: Children have been introduced to the bible and some stories within it, children have been introduced to Jesus as an adult.

Literacy

Intent: To begin to listen to and join in stories.

Skills, and Knowledge

Components Focus

- * Listens to and joins in with stories and poems, one to one and in small groups.
- * Listens to stories with increasing attention and recall.
- * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- * Enjoys rhyming and rhythmic activities.
- * Beginning to be aware of the way stories are structured.
- * Describes main story settings, events and principal characters.

Memory Facts/Transferable concepts:

- * Can talk about stories that they have heard.
- * Can join in with repetitive stories.

Key Vocabulary: Under, over, through

Subject Composite: To create a story map of ‘We’re going on a bear hunt’.

Impact: Children will become familiar with the Talk 4 Writing approach of retelling a story using actions and following a story using a story map.