

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 talk about where they live and compare to the school environment.

(Prior learning: The Hungry Caterpillar story in Ladybirds Nursery).

Skills, and Knowledge Components Focus

Knows where they live (house, flat, bungalow).

Talk about what they see in their own environment (school/home) using a wide vocabulary.

Explore collections of materials.

Uses senses in hands on exploration.

Explores how things work.

Understands that the weather changes and that in different countries you have different weather.

Understands the difference between plants and animals.

Plants seeds and cares for growing plants with support.

Mark make on paint software on the Interactive Whiteboard.

Can play simple games on the Interactive Whiteboard by pressing buttons.

Memory Facts/Transferable concepts:

- * Know that the weather changes in Spring, flowers begin to grow and new life begins.
- * Begin to understand what is needed for a plant to grow.
- * Name simple mini-beasts
- * Begin to understand difference between light and dark and night and day.
- * How to use Mini Mash to create a Spring themed picture.

Expressive Arts and design

Intent:

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

Skills, and Knowledge Components Focus

Use pre-made paints and are able to name colours.

Can hold a paintbrush in the palm of their hand.

Enjoys using hands, feet and fingers to paint.

Print with large blocks and larger sponges.

Print with small blocks, small sponges, fruit, shapes and other resources.

Makes marks. Draws circles and lines.

Draw faces with features and draws enclosed spaces, giving meaning.

Builds towers by stacking objects.

Builds walls to create enclosed spaces.

Makes marks in clay.

Use glue spatulas with support.

Adds other materials to develop models (tissue paper, glitter etc)

Additional textures – children describe as smooth or bumpy.

Beginning to weave (gross motor).

Enjoys listening to music.

Moves to music.

Beginning to watch performances for short periods of time.

Knows some words when singing.

* Recognises and names some flowers (daisies, daffodils, buttercups)

* Knows that caterpillars transform into butterflies.

Mathematics

Intent:

- * To begin to look in depth at number and its representations.
- * To introduce children to days of the week.
- * To introduce ordinal language.
- * To explore the properties of shapes.

Skills, and Knowledge Components Focus (DM)

* 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.

* Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

* Show 'finger numbers' up to 5.

* Experiment with their own symbols and marks as well as numerals.

* Compare quantities using language: 'more than', 'fewer than'.

* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Memory Facts/Transferable concepts:

- * Begins to count with one to one correspondence.
- * Begins to recognise numerals to 5.
- * Begins to recall the days of the week.
- * Begins to understand and use spoken ordinal language.
- * Can name some 2D shapes and how many sides and vertices.

R.E/PSHE

Intent:

- * To be introduced to the Easter Story.
- * To be introduced to Chinese New Year celebrations

Skills, and Knowledge Components Focus

* Able to say who they are and who they live with.

* Can talk about any pets that they might have.

* Sequence family members by size and name (baby, child, adult).

* Comments on fictional characters in stories.

* Shares likes and dislikes

* Knows that there are differences between what people believe.

Memory Facts/Transferable concepts:

- * Has an awareness of the Easter story.
- * Knows that Jesus is the son of God.
- * Have an awareness of Chinese New Year and how it is celebrated.

Key Vocabulary:

Jesus, disciple, cross, resurrect, Chinese New Year,

Literacy/C&L

Intent:

To begin to listen to and join in stories.

Skills, and Knowledge Components Focus

* Understand the five key concepts about print:

- Print can have different purposes

- The names of the different parts of a book

* Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

* Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh

- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

* Use longer sentences of four to six words.

Memory Facts/Transferable concepts:

* Can talk about stories that they have heard and begin to recall specific details, such as names or descriptions.

* Begin to understand that print carries meaning and develop their own form of communication.

PD

Intent: To learn basic fundamental movements to enhance physical literacy.

Skills, and Knowledge

Components Focus:

* Object Control—Moving objects around the body, Rolling a ball and kicking a ball, Uses movement and equipment imaginatively to music, Rhyme and stories.

* Locomotion—Jumping, Marching Movements, Moving at different speeds, Moving in different directions, Moving up and down stairs, Uses movement and equipment imaginatively to music, Rhyme and stories.

* Stability—Balancing on 2 feet and 1 foot, Walking along a line.

* Take off own coat. Pull down pants to use toilet.

* Catch a ball by chasing. Does not necessarily respond to an aerial ball.

* Use foot to tap static ball a short distance.

* Stand on tip toes.

* Jump off a low object with both feet off the ground.

* Pour from one container to another.

* Use a spoon to pick up food and put in mouth

* Snips paper moving forward.

* Uses helping hand to hold and help to guide the paper (non-dominant hand).

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Understanding the World

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

Subject Composite:

- * 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.
- * Using the dark den to explore light and dark, using their senses, drawing on colour knowledge.
- * Using Mini Mash to create a Spring picture, e.g runner bean picture.
- * Invite parents/carers to share photos of their homes/bedrooms on Tapestry to share in school for a class/group discussion (Show and tell).

Impact:

- * Children begin to have an awareness of the seasons, changes over time and differences/similarities.

Future Learning:

The children will revisit the seasons each term in Reception in greater depth. They will learn about the life cycle of a butterfly and observe plants at different stages of growth.

Expressive Arts and design

Memory Facts/Transferable concepts:

- * Recognises and names some mini-beasts (caterpillar, woodlouse, ant, spider etc).
- * Knows that plants change as they grow.
- * To use different mark-making mediums, such as chalk, pastels, rollers, stamps, glue spatulas.

Key Vocabulary:

Subject Composite:

- * To complete a spring 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'.
- * To make a clay minibeast.

Impact:

- * Children are able to recognise key features of Spring.
- * Children begin to talk about what they are painting.
- * Children are able to manipulate a material for a desired affect.

Future Learning:

In Reception, children will look at the Hungry Caterpillar as a mini-beast. They will draw and paint stages of growth of a plant.

Mathematics

Key Vocabulary:

1, 2, 3, 4, 5. First, second, third, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, circle, square, triangle, rectangle, oval, pentagon, hexagon.

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.
- * To name and describe 2D shapes.

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.
- * Children will be able to recognise 2D shapes and sometimes describe their properties.

Future Learning:

Children will naturally progress through the learning trajectory for mathematical concepts as they move into reception, deepening their understanding of the number system, as well as shape and space awareness.

R.E/PSED

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. Children have an understanding of faiths and festivals celebrated by themselves and others.

Future Learning:

Reception revisit the stories, celebrations and festivals in more depth.

Literacy/C&L

Key Vocabulary:

Under, over, through, Author, Title, Next, After That, Finally,

Subject Composite:

To edit and enhance 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. They will begin to understand that they can change aspects of the story.

Future Learning

Reception children will revisit 'We're Going On A Bear Hunt' through the stories that shape us. Positional vocabulary will be used again through completing Rosie's Walk outside.

PD

Memory Facts/Transferable

concepts:

How to safely and confidently execute a range of movements and skills.

Key Vocabulary: Balance, run, walk, hop, skip, jump, kick, throw, march, fast, slow, up, down, side-to-side.

Subject Composite: For children to be confident to move in a range of ways safely, and develop skills to manipulate objects.

Impact:

To be confident and secure to perform basic fundamental movements to enhance physical literacy skills, ready to build on specific skills.

Future Learning:

Children will further develop their physical literacy skills through multi-skill lessons with an outside sports coach.