

Spring 2 2018/2019
Topic Objectives

		Nursery	Reception	Activities
Prime	PSED Physical, Social Emotional	<ul style="list-style-type: none"> ▪ Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children ▪ Enjoys responsibility of carrying out small tasks. ▪ Can select activities and resources with help. 	<ul style="list-style-type: none"> ▪ They can listen to each other's suggestions and plan how to achieve an outcome without adult help. ▪ Initiates conversations attends to and takes account of what others say. ▪ Child can talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. ▪ Can usually adapt behaviour to events, social situations and changes in routine. ▪ Child is confident to try out new activities and can say why they prefer some. ▪ They adjust their behaviours to different situations and take changes of routine in their stride. 	<ul style="list-style-type: none"> ▪ Daily emotional register. ▪ Vets role-play area ▪ Cooperative games e.g. board, animal lotto, ring games. ▪ Respond to continuous provision changes. ▪ Adapt for visits, visitors, World Book Day and Red Nose Day. ▪ Take responsibility for their allocated tidy up area. ▪ Make choices within the areas.
	PD Physical Development	<ul style="list-style-type: none"> ▪ Can copy some letters from their name. ▪ Can stand momentarily on one foot when shown. ▪ Observes the effects of activity on their body. ▪ Can tell adults when hungry or tired or when they want to rest or play ▪ Experiments with different ways of moving. 	<ul style="list-style-type: none"> ▪ They move confidently in a range of ways safely negotiating space. ▪ Usually dry and clean during the day. ▪ Eats a healthy range of food stuffs. ▪ They can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. ▪ Use simple tools to effect changes to materials, safely and with increasing control. ▪ Shows a preference for a dominant hand 	<ul style="list-style-type: none"> ▪ Balance unit (PE) ▪ Junk modelling ▪ Cutting challenges ▪ Rolling snack ▪ One handed tools within the continuous provision areas. ▪ Weekly directed creative task involving simple tools. ▪ Independence promoted and celebrated.
	Communication and language	<ul style="list-style-type: none"> ▪ Responds to simple instructions, e.g. to get or put away an object. ▪ Listens to stories with increasing attention and recall ▪ Beginning to understand 'why' and 'how' questions ▪ Questions why things happen and gives explanations. Asks e.g. who, what, when, how. 	<ul style="list-style-type: none"> ▪ Is able to follow instructions. ▪ Child can follow instructions involving several ideas or actions. ▪ Introduces a storyline or narrative into their play. ▪ Uses language to imagine and recreate roles and experiences in play situations. ▪ Able to follow a story without pictures or props. ▪ They answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> ▪ Daily Story time, taking stories and language into their imaginative play. ▪ Answering 'how' and 'why' questions during their daily story and in P4C. ▪ Termly focus on instructions. <ul style="list-style-type: none"> ▪ Vets role-play and visit from the vets. ▪ Jokes time at end of day: animal jokes. ▪ Questions for visitors.

Specific	Maths	<ul style="list-style-type: none"> ▪ Recites numbers in order to 10. ▪ Sometimes matches numeral and quantity correctly. ▪ Recognises numerals 1 to 5. ▪ Beginning to represent numbers using fingers, marks on paper, fingers. ▪ Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. ▪ Uses shapes appropriately for tasks. ▪ Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. ▪ Shows interest and awareness of similarities of shapes in the environment. 	<ul style="list-style-type: none"> ▪ Child counts aloud reliably with numbers from 1 to 20, place them in order. ▪ Counts actions or objects which cannot be moved. Selects the correct numeral to represent 1-5, then 1-10 objects. ▪ Estimates how many objects they see and checks by counting them. ▪ Use quantities and objects, they add and subtract two single-digit numbers and count on and back to find the answer. <ul style="list-style-type: none"> ▪ Selects a named shape. ▪ Beginning to use mathematical names for 'solid' 3-d shapes and 'flat' 2-d shapes. ▪ Use familiar objects and common shapes to create and recreate patterns and build models. ▪ They explore characteristics of everyday objects and shapes and use mathematical language to describe them. ▪ They recognise, create and describe patterns. 	<ul style="list-style-type: none"> ▪ Shape hunt around school. ▪ Use shapes to build animal homes. <ul style="list-style-type: none"> ▪ Shape feely bag and shape station developed. ▪ Creating shape pictures ▪ Tip/tap shape construction. ▪ Animal counting rhymes: 5 little ducks, speckled frogs, numbers up to 10. ▪ Pancake number week <ul style="list-style-type: none"> ▪ Counting pancake flips ▪ Animal addition and subtraction (small world use and art work made). ▪ Bracelet pattern making ▪ Wild animal patterns

Literacy		<ul style="list-style-type: none"> ▪ Listens to stories with increasing attention and recall. ▪ Suggests how the story might end. ▪ Shows interest in illustrations and print in books and print in the environment. ▪ Hold books the correct way up and turn pages. ▪ Knows that print carries meaning and, in English, is read from left to right and top to bottom. <ul style="list-style-type: none"> ▪ Continue a rhyming string. ▪ Ascribe meaning to marks that they see if different places. 	<ul style="list-style-type: none"> ▪ Begins to read words and simple sentences. ▪ Can segment the sounds in simple words and blend them together and know which letters represent some of them. ▪ Know that information can be retrieved from books and computers. ▪ Children read and understand simple sentences in stories and information books, using phonic knowledge to decode regular words and read them aloud accurately. <ul style="list-style-type: none"> ▪ Continue a rhyming string ▪ Represents some sounds correctly and in sequence. ▪ Links sound to letters, naming and sounding the letters of the alphabet. ▪ Attempts to write short sentences and other things such as labels, captions in meaningful contexts. ▪ Child uses their phonic knowledge to write words in ways which match their spoken words. 	<ul style="list-style-type: none"> ▪ Guided reading 3x a week, including reading den and reading games. <ul style="list-style-type: none"> ▪ Super writing 3x a week. ▪ Phonics wall display and alphabet handwriting letter formation use to link letters to the alphabet. <ul style="list-style-type: none"> ▪ Daily animal or associated story time. ▪ Make rhyming words from animal names e.g. cat, bat, dog, log. ▪ Write labels, captions for our vets' surgery. ▪ World Book Day. ▪ Find out information about animals using books and the computer. ▪ Point out print around Class One and whilst on visits out of school.

Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Beginning to be interested in and describe the texture of things. ▪ Uses various construction materials. ▪ Experiments with and understands that different media can be combined to create new effects. ▪ Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. ▪ Engages in imaginative role-play based on own first-hand experiences. ▪ Builds stories around toys. ▪ Uses available resources to create props to support role-play. 	<ul style="list-style-type: none"> ▪ Constructs with a purpose in mind, using a variety of resources. ▪ They use and explore a variety of materials experimenting with colour, design, texture, shape and form. ▪ Through their explorations they find out about and make decisions about how media and materials can be combined and changed. ▪ Choose particular colours to use for a purpose. ▪ Introduces a storyline or narrative into their play. ▪ Plays alongside other children who are engaged in the same theme ▪ They represent their own ideas, thoughts and feelings through art and design, music, dance, role play and stories 	<ul style="list-style-type: none"> • Junk modelling or constructing pet and animal homes. • Build/construct a home for a pet. • Painting pets • Collage farm animals • Self-portrait Spring 2 drawing • Animals touchy feely book. • Photograph frame for Mother's Day card. • Exploring animal textures and patterns • Vets visit and • Vets role-play. • Animal songs and rhymes available on cd player. • Musical instruments.
Understanding the World	<ul style="list-style-type: none"> • Talks about why things happen and how they think things work. • Show interest in different occupations and ways of life. • Developing an understanding of growth, decay and changes over time. • Shows skill in making toys work... • Shows an interest in technological toys with knobs or pulleys... • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. 	<ul style="list-style-type: none"> • Child talks about past and present events in their own lives and those of family members. • They know about similarities and differences between themselves and others amongst families, communities and traditions. • They can make observations of animals and plants and can explain why some things occur and talk about changes including simple experiments. • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. • They select and use technology for purposes. 	<p>*Learning about Easter (RE). **Visitors e.g. vet, guide dogs</p> <ul style="list-style-type: none"> ▪ Animal observations, class fish, incubator, visiting animals. <ul style="list-style-type: none"> ▪ Pet visitors ▪ Trip out to observe and discuss animals. ▪ Animals around the World. *Life cycles, spring animals, new life. <ul style="list-style-type: none"> ▪ Use cd player to play story and song cd's. ▪ Login to laptops, use paint program to paint an animal. <ul style="list-style-type: none"> ▪ Taking photographs with cameras whilst on visits and visitors in class. Daily photographer job. ▪ Talking pegs and speaker use in the provision.
Collective Worship Theme Computing/ online Safety theme	<p>Compassion</p> <p>I Am Safe and Secure I use a log in to access devices I see information that is put online about me I use devices with other people, talking about what we do I am careful with technology devices Children select and use technology for purposes.</p>		<p>Collective Worship Planning</p> <p>Log in to laptops Discuss and share Tapestry posts Using iPad Apps to share their learning Cameras/i-pads to video learning</p>