

		<h1 style="margin: 0;">Spring One</h1> <h2 style="margin: 0; background-color: yellow;">Topic Objectives</h2>		
		Nursery	Reception	Activities
Prime	<p style="margin: 0;">Physical, Social & Emotional Development</p> <p style="margin: 0; color: green;">SC&SA</p> <p style="margin: 0; color: purple;">MF&B</p> <p style="margin: 0; color: red;">MR</p>	<p style="margin: 0; color: green;">* Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks.</p> <p style="margin: 0; color: purple;">*. Beginning to accept the needs of others and can take turns and share resources</p> <p style="margin: 0; color: red;">* Responds to what others are saying or doing.</p>	<p style="margin: 0; color: green;">* Can describe self in positive terms and talk about abilities.</p> <p style="margin: 0; color: purple;">* They are confident to speak in a familiar group and will talk about their ideas,</p> <p style="margin: 0; color: red;">* Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p style="margin: 0;">Daily jobs/monitor roles</p> <p style="margin: 0;">Daily share and celebration</p> <p style="margin: 0;">Establish weekly P4C session</p> <p style="margin: 0;">Circle times</p> <p style="margin: 0;">Modelling everyday conflicts</p> <p style="margin: 0;">Weekly class teddy problem</p>
	<p style="margin: 0;">Physical Development</p> <p style="margin: 0; color: blue;">M&H</p> <p style="margin: 0; color: orange;">H&SC</p>	<p style="margin: 0; color: blue;">* Moves freely and with pleasure and confidence in a range of ways. Such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p style="margin: 0; color: orange;">* Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p style="margin: 0;">Observes the effects of activity on their bodies.</p>	<p style="margin: 0; color: blue;">* Jumps off an object and lands appropriately.</p> <p style="margin: 0; color: green;"> Travels with confidence and skill around and under, over and through balancing and climbing equipment.</p> <p style="margin: 0; color: orange;">* Uses a pencil and holds it effectively to form recognisable letters, most of which are formed correctly.</p> <p style="margin: 0; color: orange;">Eats a healthy range of foodstuffs.</p> <p style="margin: 0; color: orange;">Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p>	<p style="margin: 0;">New name boards for Nursery children</p> <p style="margin: 0;">Signing in register continued (but higher expectation of letter formation)</p> <p style="margin: 0;">More sorting activities for correct letter formations</p> <p style="margin: 0;">Teacher modelling writing area developed</p> <p style="margin: 0;">Coaches to focus upon climbing</p> <p style="margin: 0;">Swap cards for foods</p> <p style="margin: 0;">More variety into snack times</p> <p style="margin: 0;">Stopwatches for heart rates</p> <p style="margin: 0;">Health monitoring during P.E> established</p> <p style="margin: 0;">Outdoor role play gym</p>
	<p style="margin: 0; writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">Communication and language</p> <p style="margin: 0; color: blue;">L&A</p> <p style="margin: 0; color: purple;">U</p> <p style="margin: 0; color: red;">S</p>	<p style="margin: 0;">*Focusing attention - still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p> <p style="margin: 0; color: purple;">*Understands use of some objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object.</p> <p style="margin: 0; color: red;">* Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p>	<p style="margin: 0;">*They can give their attention to what is being said to them and respond appropriately,</p> <p style="margin: 0; color: purple;">* Able to follow a story without pictures or props. Child can follow instructions involving several ideas or actions.</p> <p style="margin: 0; color: red;">* Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p style="margin: 0;">Changing routine of two different teachers</p> <p style="margin: 0;">Phonics groups interrupt their play: can they shift their attention?</p> <p style="margin: 0;">P4C sessions will encourage listening to each other</p> <p style="margin: 0;">Snack time talking pictures to discuss whilst eating.</p> <p style="margin: 0;">Lots of tools and instructions used for making food items: prepositions. Linked into computing also.</p> <p style="margin: 0;">Begin a Reception class novel (James and the Giant Peach)</p> <p style="margin: 0;">Ask recall questions after Whole School Worship</p> <p style="margin: 0;">Talk for Writing vocab</p> <p style="margin: 0;">Vocab displayed and introduced to different CP areas</p>

Specific	<h1>Maths</h1> <h2>N</h2> <h3>S, S & M</h3>	<ul style="list-style-type: none"> * Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly * Shows interest and awareness of similarities of shapes in the environment. * Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 	<ul style="list-style-type: none"> * In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. . Records using marks they can interpret and explain. say which number is one more or one less than a given number. <p>They solve problems, including Sharing (week focus)</p> <ul style="list-style-type: none"> * Orders two or three items by length, height weight or capacity <p><u>* Child use everyday language to talk about size, weight, capacity</u></p> <ul style="list-style-type: none"> * Beginning to use everyday language related to money and time. <p><u>* They explore characteristics of everyday objects and shapes and correctly use mathematical language to describe them.</u></p>	<p>Representing: morning snack time tally charts Role play labels available (and modelled) Number labels made for tidying away objects</p> <p>Numerals: Tidy up time numbers displayed Who is here/not here board on display with number line Number of the Day: numeral displayed, chn draw dots as self register Teen number focus for Rec chn Outdoor gym with no. of reps</p> <p>Addition/1 more 1 less: Date focus using numberline Numberline games Very Hungry Caterpillar Maths Layers of a sandwich Fruit kebabs Fruit stamping sentences</p> <p>Food sharing</p> <p><u>Weight & Size</u> Different 3-d shaped labelled 'Tiger Food', various weights, sizes and shapes to order, compare, talk about, weigh.</p> <p><u>Capacity</u> Tea in water tray, explore capacity of various tea pots, order, talk about, compare.</p> <p><u>3-d shapes</u> 3d shape names and properties through Tiger food tins and fruits</p>

	<h1>Literacy</h1> <h2>R W</h2>	<ul style="list-style-type: none"> * Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. * Describes the main story settings, events and principal characters. * Suggests how the story might end. * Sometimes gives meaning to marks as they draw and paint. * Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> * <u>They can describe the main event and principal characters in the stories they have read.</u> * <u>They demonstrate understanding when talking with others about what they have read, or what has been read to them.</u> <p>* Attempts to write short sentences and other things such as labels, captions in meaningful contexts.</p> <p>* <u>Child uses their phonic knowledge to write words in ways which match their spoken sounds.</u></p>	<p>Stories:</p> <p>Magic Porridge Pot The Tiger Who Came to Tea Gingerbread Man Biggest Sandwich P4C books Hungry Caterpillar</p> <p>Friday book talk/buddy reading understanding focus, answering questions about what they have read. Nursery predict story endings.</p> <p>Writing opportunities: Magic porridge pot story mapping Letter to the tiger who came to tea Hungry caterpillar book (list of foods) Shopping lists) Map labelling to the shop Apple growing process</p> <p>Nursery print hunt in and around school</p> <p>Sentence and caption writing focus for key characters and themselves.</p>
	<h1>Expressive Arts and Design</h1> <h2>E&UM&M BI</h2>	<ul style="list-style-type: none"> * Beginning to be interested in and describe the texture of things. * Imitates movement in response to music. Beginning to move rhythmically * Developing preferences for forms of expression. Uses movement to express feelings. 	<ul style="list-style-type: none"> * Selects tools and techniques needed to shape, assemble and join materials they are using. * Child sings songs, makes music and dance, * Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<p>Craft challenge afternoons: Variety of glue to use and assess Variety of paper to cut and assess What can you make this week? In Craft area. Make their own Very Hungry Caterpillar books</p> <p>Taste testing fruit for textures Fruit stamping</p> <p>Kitchen role play Supermarket role play Pizza Express role play</p> <p>Lots of time available to share and evaluate each other's work. SeeSaw implemented to document work?</p> <p>Carlisle Dance Academy Sessions</p>

			Outdoor role play gym to include dance station Music Express weekly session
<p>Understanding The World</p> <p>P&C TW T</p>	<p>* Knows some of the things that make them unique,</p> <p>* Can talk about some of the things they have observed</p> <p>* Knows how to operate simple equipment e.g. turns on CD player</p>	<p>* They know about similarities and differences between themselves and others and amongst families, communities and traditions.</p> <p>* <u>Child knows about similarities and differences in relation to places, objects, materials and living things.</u></p> <p>Completes a simple program on a computer</p> <p>* Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Why am I special to God? Unit title for RE, focus on being unique and belonging.</p> <p>Chinese New Year</p> <p>Valentine's Day</p> <p>Food preferences, traditions and origins</p> <p>Observations of unique fruit</p> <p>Use of cd player in the reading area</p> <p>Technology sessions</p>
<p>Computing/ online Safety theme</p>	<p>I Am Safe and Secure</p> <p>I use a log in to access devices</p> <p>I see information that is put online about me</p> <p>I use devices with other people, talking about what we do</p> <p>I am careful with technology devices</p>		<p>Log in to laptops</p> <p>Discuss and share Tapestry posts</p> <p>Cameras/i-pads to video learning</p>