

## Nursery Curriculum - Spring Term 2

The children will be learning:

### Personal, Social & Emotional Development

- ❖ to talk about their home and family
- ❖ to ask other children to join their play
- ❖ to try new or unfamiliar activities with confidence
- ❖ to begin to recognise how they are feeling
- ❖ to positively manage changes to routines
- ❖ to take turns when playing games



### Physical Development

- ❖ to develop gross motor skills:
  - finding different ways to travel across outside equipment
  - negotiating space when running around
  - bouncing, throwing and catching large balls
  - balancing on pot stilts
  - making large marks with chinks and pastels
- ❖ to develop fine motor skills:
  - folding strips of card (concertina)
  - pegging clothes onto a clothes line
  - using cooking utensils with playdoh
  - washing tea sets and cutlery
  - pouring water through objects with holes
  - hammering nails into wood, using pincers and clamps
- ❖ to put on their coat and manage the fastenings



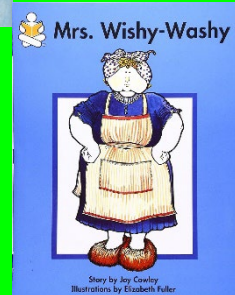
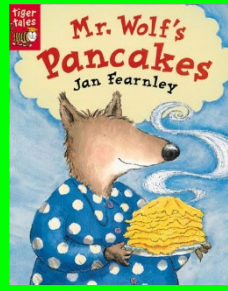
### Communication & Language

- ❖ to listen attentively to stories and recall some events
- ❖ to follow and give instructions
- ❖ to understand and use prepositions - in, on, under, next to . . .
- ❖ to use talk to explain what is happening
- ❖ to speak in sequences of sentences
- ❖ to talk about past and future events, using tenses more accurately
- ❖ to use simple describing words
  - different types of Easter egg wrappers
  - Spring changes
- ❖ to understand and use new vocabulary related to their learning



## Literacy

- ❖ to use props to retell stories:
  - Mr Wolf's pancakes
  - Mrs Wishy-Washy
- ❖ to talk about story settings, events & characters
- ❖ to hear the sound at the beginning of words:
  - initial sound games
- ❖ to know that print carries meaning:
  - reading pancake recipe
  - reading a letter from the Easter Bunny
  - reading the names of some friends and family
- ❖ to give meaning to their marks/writing in different media:



## Mathematics

- ❖ to say and use number names:
  - track games
  - counting chicks and bunnies
- ❖ to use positional vocabulary:
  - putting a teddy in given places
  - hiding in different places outside
- ❖ to compare lengths:
  - ribbons
  - trains & carriages
  - screwdrivers
  - unifix towers
- ❖ to match patterned Easter egg halves
- ❖ to sort by size:
  - wild animals
  - Easter eggs



## Understanding the World

- ❖ about eggs:
  - raw and cooked
  - chocolate eggs
  - chicks hatching
- ❖ to notice and talk about signs of Spring:
  - scavenger hunt (sight and smell)
  - Spring stories and rhymes
  - changes to the weather
- ❖ about how things work:
  - wooden objects
  - magnetic balls and sticks
- ❖ about people, occupations and communities:
  - teddy hospital role play
  - Pancake day (making & eating pancakes)



- Mother's Day
- Easter customs
- road signs, zebra crossing, school patrol
- ❖ to use construction kits with moving parts eg cogs
- ❖ to control sound devices:
  - recognising & using symbols on a CD player
  - recording own voice and playing it back
  - using walkie-talkies & recordable pegs
- ❖ to use electronic devices in role play



### Expressive Arts & Design

- ❖ to use different media to make representations:
  - painting daffodils and tulips
  - using chalks and oil pastels on easel
- ❖ to experience different textures:
  - filling containers with rice/cornflakes
  - melting chocolate to make Easter eggs
  - variety of collage materials
- ❖ to use tools for a purpose
  - using hole punches and split pins to fix card together
  - using scissors to snip and cut
- ❖ to build models with mobilo, k'nex and other small construction toys
- ❖ to tap out a simple repeated pattern:
  - using wooden musical instruments
  - using large everyday wooden, plastic & metal objects (Stomp!)
- ❖ to engage in imaginative play and build stories around toys
  - hospital small world
  - park small world
  - doll's house small world
  - spring cleaning in the home corner

