

St Paul's Peel C of E Primary School Spring 2 2022 Overview Nursery

Area of learning	Topic / themes for learning	Objectives	Vocabulary	Outcomes
	Baby animals Growing Feelings Easter <u>Celebrations</u> Shrove Tuesday World Book Day Comic Relief Mother's day Lent Easter	To be able to recognise and name a number of baby animals. To learn about seeds and what they need to grow. To start to recognise how things makes us feel To learn about the celebration of Easter	Piglet Calf Chick Lamb Foal Puppy Kitten Water Sun Soil Happy Sad Angry Loved Calm Scared Jesus Good Friday Easter Sunday Cross	I can name a baby animal I can describe what a seed might need to grow I can start to describe how I am feeling. I can talk about why we celebrate Easter and the importance of Jesus
Communication & Language	Learn songs about Spring and baby animals Read 'Mr Wolf's pancake' 'The colour monster' 'We're going on an egg hunt'. 'The Easter story' and other bible stories. Circle times -sharing news with our friends.	Learning a large repertoire of Nursery rhymes Listening to stories and others Being able to retell a familiar story Learning new vocabulary topic related Use a wide range of vocabulary to take part in conversations with others Understanding 'where' 'what' 'who' questions Talking in longer sentences using four	Mr Wolf What time is it Mr wolf? Pancakes Feelings Easter In On Under Behind In front of	I can sing songs about Spring and baby animals I can recall events from stories I can sit and listen to my friends as they talk I can understand some prepositions e.g. under, behind, in front of.

	Role-play activities based around our favourite stories. Wellcomm activities	to six words To understand preposition of places		
Personal, Social & Emotional Development Jigsaw Scheme of work for 3 & 4 year olds.	Feelings linked to 'The colour monster' story Small group activities focusing on: Turn taking - my turn, your turn Discussions looking at ways to solve conflict and the importance of giving everyone the chance to speak and take part Jigsaw - 'Healthy me'	To start to recognise how things makes us feel and start To express our emotions in our drawings To continue to develop turn taking and sharing skills and discussing how to solve conflicts Class rules	Feeling words (See Communication and Langugae) My turn Your turn Kind hands, feet, words, Working together	I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried' and gradually understand how others might be feeling I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc. I can share with my friends I can show kind hands, feet, words, to others I can make healthy choices about food and drink
Physical Development	Squiggle whilst you wriggle Ring games Outdoor provision Obstacle course Mark making activities using a range of medias e.g. paint, foam, chalk Fine and gross motor skill activities Digging and planting See whole school Salford PE scheme of work	To develop fine and gross motor skills To move using a range of body parts To create a range of marks and start to give meaning to what I have made	High Low Behind In front Next to Jolly phonic actions for initial sounds of our names and words Soil Water Spade	I can take part in daily squiggle sessions, helping to develop my letter formation I can skip, hop and stand on one leg I can move, over and under equipment I can give meaning to the marks I create I can use one-handed tools and equipment I can show a preference for a dominant hand
Literacy	Phase 1 Phonics - Letters and Sounds schemes of work Fiction and non-fiction	To continue to recognise rhyming words To learn sounds in our names To recognise words with the same	Rhyming strings - cat, hat, bat Initial sounds Jolly phonics Songs Alliteration - 'Mummy', 'me'	I can continue a rhyming string I can recognise the initial sound in my name I can recall information about baby animals and how to grow a seed

	<p>stories about baby animals, growing. Orally retelling stories with puppets and props Nursery Rhymes and spring songs Mark making activities Name writing</p>	<p>initial sounds in words To take part in a range of role plays To create a range of marks and start to give meaning to what I have made To write some or all of the letters in their names</p>		<p>I can explore with mark making and letter formation I can start to write some or all the letters in my name I can sing a range of Nursery rhymes</p>
Mathematics	<p>White Rose schemes of work</p>	<p>To learn numbers to 7 1:1 counting Skills To recognise 2d shapes</p>	<p>One Square Two Rectangle Three Circle Four Triangle Five Sides Six Corners Seven Points</p>	<p>I can recognise numbers to 7 I can count 7 objects from a group I can name some 2d shapes</p>
Understanding the World	<p>Spring, baby animals, life cycles (hatching chicks whole school), growing Easter celebrations</p>	<p>To learn about the changes between seasons To recognise and name baby animals To learn about different celebrations</p>	<p>See Communication and Language / Topics for vocabulary. Spring Chick Hatch Egg Easter Jesus</p>	<p>I can name a baby animal I can understand the key features of a life cycle I can plant seeds and care for growing plants I can describe different celebrations celebrated around the world</p>
Expressive Arts & Design	<p>Create spring pictures Junk modelling Continue to develop our imagination by creating our own stories. Mark making developing into drawing with complexity and detail Investigating different sounds, pitch and</p>	<p>To explore colours and colour-mixing To develop our own ideas and then decide which materials to use to express them To take on a number of different roles developing language and imaginative skills To create a range of marks and start to give meaning to what I have made To sing an entire song</p>	<p>Colour names Scissors Sellotape Masking tape Triangle Tambourine Drum Cymbals Maracas</p>	<p>I can create a number of colours by colour-mixing I can join different materials I can role play I can use drawings to represent ideas like movement or loud noise I can play an instrument and change its tempo</p>

	melody Singing songs Exploring musical instruments and using instruments to express feelings and ideas	To play instruments with increasing control		
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