



Launch: A book before bedtime

Understanding the World:

- Observe and discuss changes in ourselves, seasons, plants.
- Care of the environment, garden and the Nursery, tidying up after autumn and weeding.
- Explore the different materials used to build bridges, homes and chairs.
- Encourage white board, computer and iPad skills.
- Using technology in the home corner and other areas of nursery. E.g. tills & CD players etc.
- Learn about Chinese New Year, Persian New Year & Holi

Communication and Language

- Follow the rules of good looking, good listening.
- Listen and join in with stories and nursery rhymes.
- Use Makaton and language to communication needs.
- Encourage new vocabulary and discussion about experiences and extending ideas.
- Use and respond to new language - special words.
- Transfer taught language into their play.
- Talk about own needs - asking and answering
- Use story language to create own role play and re-enact stories.

Expressive Arts:

- Role play re-enacting stories, own experiences or being the teacher
- Combine materials for a desired effect.
- Paint or draw pictures.
- Use a variety of construction material and junk modelling - making new homes for the pigs, bridges for the goats and furniture and security for the pigs.
- Opportunities for puppet/mask making.

Literacy

- Mark making opportunities.
- Name writing and talk about own mark making.
- Learn through books - Ask and answer questions.
- Promote outstanding book skills.
- Learn Set 1 RWI sounds and mnemonics.
- Hear adults orally segment and blending words. Oral blending of CVC words (Fred talk).
- Promote the importance of reading books - library.

Traditional Tales Spring 1

Personal, Social and Emotional Development:

- Reinforce the 'Kind hands and words' strategy used in Nursery.
- Use words to sort out disputes and concerns.
- Learn how to stay safe.
- Play with peers in small world play.
- Role playing together - Develop turn taking and sharing skills in play.
- Choose resources to use independently.
- Accept adult direction and be able to ask for help.

Physical Development:

- Build strength, co-ordination and stamina.
- Develop independence - putting on and taking off own coats/hats/shoes.
- Opportunities for dressing up in the role play areas.
- Build a 'chair for baby bear' or make a new bridge for the goats from different materials or new house for the pigs.
- Explore and promote the use mark making tools - promoting pincer grip
- Use tools with care and accuracy - scissors, hole punch, stapler.
- Continue to encourage balancing skills and different levels of climbing.
- Use pedals on trikes and bikes/building stamina.

Maths:

- Subitising
- Develop number recognition and order numbers.
- Use the language of size - E.g. link to the growing of a beanstalk tall/taller/ tallest/ short/shorter/shortest.
- Simple counting addition and subtraction using children, objects and songs.
- Use positional language in everyday.
- Coin recognition and paying using 1p /sharing amounts equally.
- Learn songs to support maths skills and knowledge.
- Play with shapes - naming and sorting. Look for shapes in the environment, playing/building with 3D shapes.
- Extend the children understanding of language relating to time (visual time table/ sand timers / time language).

Curriculum drivers

Real Life Experiences

Using real materials used for building / making. E.g. bricks, wood, screws.

Emotional Literacy

Talk about how we feel and recognising how others feel

Community

Explore the local community

Home Activities

To support this topic you could:

Choosing homework activities and completing them with your child.

Visit the library to share books.

Practice listening for different sounds inside and outside. What can you hear?

Explore the local community. What places can you visit? What can you see?

