

Sing a large repertoire of songs, linked to topics and interests of the children.  
 Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  
 Opportunities for outdoor play themed around 'We're Going on a Bear Hunt' for children creating own 'hunts' and inventing their own rhymes.  
 Use longer sentences of four to six words through shared discussions with adults

## Communication and Language

## Mathematics

To talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.  
 To explore shape using blocks, shapes, shape puzzles and shape-sorters. Discuss similarities and differences  
 To understand position through words alone – for example, "The bag is under the table," To describe a familiar route. – finding different areas in outside classroom and Infant Hall. To discuss routes and locations, using words like 'in front of' and 'behind'. To talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. To use informal language like 'pointy', 'spotty', 'blobs', etc. To extend and create ABAB patterns – stick, leaf, stick, leaf. To notice and correct an error in a repeating pattern- make a shape pattern and a pattern using fruit- fruit kebabs. To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

**Number**-Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills in PE and outdoor play.  
 Go up steps and stairs, or climb up apparatus, using alternate feet.  
 Skip, hop, stand on one leg and hold a pose for a game like musical statues.  
 Use large-muscle movements to wave flags and streamers, paint and make marks using a range of materials.

## Physical Development

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them through their play and learning.  
 Develop their sense of responsibility and membership of a community through tidy times and classroom jobs eg snack monitor  
 Become more outgoing with unfamiliar people, in the safe context of their setting through talking to visitors and older children who come to visit.  
 Show more confidence in new social situations eg Hall for PE, Assemblies/trips

## Personal, Social and Emotional

## Literacy

Understand the five key concepts about print: Exploring different books and other materials: comics/newspapers and explore parts of a book.  
**Writing Activities:** Using a range of writing materials (chalks, pens, markers, foam, sand) to mark make and have different opportunities to write eg letter to Bears, clipboards notebooks, making own story book, making labels for classroom  
 To engage in extended conversations about stories, learning new vocabulary through a variety of stories (including traditional tales) Brown Bear/Bear Hunt/Three Pigs Songs and rhymes

## Phonics

Phase 1 recap and Phase 2-To learn the sounds below- one sound per week using ELS scheme. Satpin then mdgock. To recognise words begin with and that have these sounds in them.

NURSERY SPRING 2024-2025

Theme: Fairytales/Once and About

Celebrations & Events– Chinese New Year/ Mothers' Day/Easter

Writing sessions – Goldilocks & Three Bears/Reading Spine: We're Going On A Bear Hunt & Brown Bear, Brown Bear

Outdoor – Balance /Wheeled toys/Creative kitchen

## Understanding the World

(Geography)-To look at features from different countries- Locate different places Canada (where bears are from) China (Chinese New Year) and Birmingham on map/globe. Making a map of the outside classroom and identify where the different areas are located. Draw favourite part of the outside playground. Drawing what they can see in their favourite part of the outside classroom. To use all their senses in hands-on exploration of natural materials such as stones, shells etc  
 To explore collections of materials with similar and/or different properties, sort and discuss what they have noticed. To talk about what they see, using a wide vocabulary and ask questions. Activities-Visit the park/ Make a map of the outside classroom and identify where the different areas are located/ draw favourite part of the outside playground/Draw what they can see in their favourite part of outside classroom/ build a home for Bears made out of suitable materials. (History) **Babies and mothers.** To understand that they were once a baby understand that they grow into children and discuss changes such as learning to talk/walk.

## Expressive Arts and Design

Take part in simple pretend play, using an object to represent something else even though they are not similar using a range of open ended resources- Deconstructed role play area/enhancements  
 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc and make own props using paint, junk modelling and art materials.  
 Make imaginative and complex 'small worlds' with blocks and construction kits, such as an area for Bears to live in or new settings for book characters.