Spring Term 1 2022

(Please refer to the curriculum year plan for more detail about the intent, implementation and impact in each curriculum area.)
Additional ideas and activities from the assessments are added in italics.

Week Beginning	**03/01/22**	**10/01/22**	**17/01/22**	**24/01/22**	**31/01/22**	**07/02/22**
Core Books	Stick Man / Not A Stick		We're Going On A Bear Hunt / We're Going On A Lion Hunt / Goldilocks And The Three Bears		The Three Little Pigs / A Squash And A Squeeze / Lunar New Year stories (animal race and Nian)	
Rhymes/Songs	'January February March' – Steve Grocott		'Were Going On A Bear Hunt' – Steve Grocott		5 Little Speckled Frogs	10 In The Bed
Poetry Basket	Let's Put On Our Mittens		Furry, Furry Squirrel	I Can Build A Snowman	Stepping Stones	A Little House
Key interests/PitM /Projects/Themes /Provocations	Seasons/cold weather/ice. Watching and feeding birds. Talking about Christmas/New Year.		Winter – seasonal changes/dressing for the cold weather. Exploring ice – especially in the natural environment. Watching and feeding the birds.		Lunar New Year (Tiger) Making dens. Bird watching/feeding.	Making dens/houses. Investigating different materials. Bird watching.
Events/Festivals	New Year		Big Schools Birdwatch		BSB / Lunar New Year	BSB / LGBT+ History Month
Equality, Diversity and Inclusion	'Mixed – A Colourful Story' – What makes you special? – looking at our families and celebrating our diversity. Colour mixing (eg. mixing coloured dough) – different colours/same dough – diversity and celebrating difference.		Encouraging all children to take on different roles in the home – role play in the homecorner/shop/café.		Greetings in different languages – celebrating the different languages spoken in the nursery.	
Personal Social Emotional Development *Skills, Knowledge and Understanding* *Activities/Resources/ Opportunities*	Intent: Express own feelings and learn to regulate their own emotions (SR); Managing personal hygiene, making healthy choices when eating and dressing for the weather (MS); Learn to share resources, time and other people (BR).					
	From Autumn Assessments/Parent Meetings: Manage feelings through talking, books, charts, displays, games. Coregulation when working through own feelings and actions. Improve attendance. Make an attachment box to help with settling and transitions. Continued support with transitions in the morning. (SR) *Learn to use the toilet and become more independent when dressing, looking after belongings, etc. Try more kinds of food and enjoy mealtimes more. Putting on an apron for messy play/remembering to wash hands. Extend interests and encourage trying out new activities and learning. Develop focus and attention on an activity for increasing lengths of time. (MS)* *Opportunities to take turns and share resources. Opportunities to build friendships with other children through small group turn taking games. (BR)*					
	Learning to look after ourselves – personal hygiene, healthy choices, dressing for the weather – coat/hat/gloves/scarf/ wellies. Dressing with increasing independence.		Express feelings and learn to regulate feelings – use books to support learning (eg. Colour Monster/feelings books), coregulation, and calming spaces.		Sharing resources, building relationships, turn taking games – books/actions promoting these skills. Sharing time and space. Shared and collaborative play.	
Physical Development *Skills, Knowledge and Understanding* *Activities/ Resources/ Opportunities*	Intent: Learn how to navigate the garden and use equipment safely in wet/slippery conditions, keep body warm in winter through being active, continue to develop muscles crossing mid-line, and develop rhythm and pleasure in movement (GMS); Opportunities to grasp/hold/explore a range of small resources, continue to strengthen muscles in fingers and hands, and provide children with purposeful mark making opportunities (FMS).					
	From Autumn Assessments/Parent Meetings: Develop gross motor skills in a safe environment by having sessions in the soft play room. Obstacle courses to encourage moving in different ways and over different surfaces. Develop a range of movements, such as pushing, pulling, climbing, building, filling, emptying, etc. (GMS) *Children to be more independent in feeding themselves at lunchtime. Explore and learn to use different materials and tools. Develop fine motor skills through activities such as finger gym, working with malleable materials, mark making, etc. (FMS)*					
	Keep body warm in the winter by being active – obstacle courses, jumping, climbing, chasing games, ball games, dance to music, sensory circuits. Making own dough and cooking opportunities.		Games and races using 'ready, steady, go!' Activities to keep warm. Obstacle course in the garden/sandpit. Outside mark making – painting on windows and washing it off, chalk on the ground, large paper under tables.		Making dens using loose parts in the garden. Mark making in shop/café/home. Making pictures with transient art resources. Bird feeders – threading. Practise using tools for woodwork. Bird watch tally marks – mark making.	
Makaton Sign(s) of the Week	Happy New Year	In / Out	Ready, Steady, Go	Garden / Snack Time	Lunch Time / Home Time	Tidy Up Time / Group Time

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Communication and Language *Skills, Knowledge and Understanding Activities/ Resources/ Opportunities*	Intent: Listen to familiar stories and be able to recall what happens and remember some of the refrains (LAU); Develop language skills as children talk about stories and other interests (S).					
	From Autumn Assessments/Parent Meetings: Listening and attention at group time – play interactive games, finger gym, etc, and through interventions, such as Bucket Time. Activities, such as finger gym/puzzles/shared stories, to support concentration and attention. For some children, limit the choice of toys/activities to enable children to focus for longer on an activity. (LAU) *Practise communication skills, use a narrative whilst playing, introduce new words, read stories one to one, use one or more words, model language, use choice boards, etc – through play and activities, extending where appropriate. Use props to support language and storytelling. Provide commentary/encourage talk/build confidence through talking about family and interests (eg. talking tables). Work on targets set by SALT where appropriate. Provide some words in other languages to support children with EAL and develop confidence in speaking. (S)*					
	Join in familiar stories including repeated refrains. Retell stories with language from stories. Activities linked to stories – eg. finding and making Stick Man (people).		Support children to develop their communication by talking through activities and developing friendships. Repeated refrains in stories. Language linked to science.		Talk through activities – communication skills. Listening to, retelling, acting out stories inside and outside – using repeated refrains.	
Literacy *Skills, Knowledge and Understanding Activities/ Resources/ Opportunities*	Intent: Retell familiar stories using props and acting them out – using props with songs and rhymes (C); Mark making inside and outside using different media and mark making linked to stories and activities (W).					
	From Autumn Assessments/Parent Meetings: More opportunities to mark make in different ways. Link some sounds to letters. Write some letters in their name. Mark make for a purpose, such as letter writing, painting in different ways, making labels and lists, etc..					
	Retell and act out stories with props and make up own versions – eg. Where does Stick Man go next? Mark making inside and outside – using different media and materials.		Retelling stories with props. Acting out stories (Bear Hunt in the garden). Mark making linked to role play (shop/café). Mark making linked to stories – maps and plans.		Activities linked to stories, such as house building, to encourage story telling – links to stories. Mark making for a purpose – recording birds in the garden.	
Letters and Sounds	Voice Sounds – mouth movements/mirror play.		Voice sounds – represent objects/animals.	Voice sounds – making trumpets.	Voice sounds – add sound effects/tone of voice to stories.	Voice sounds – whose voice? Record messages and guess who is speaking.
Mathematics *Skills, Knowledge and Understanding Activities/ Resources/ Opportunities*	Intent: Count a group of objects using one to one correspondence and say how many are in the group using the 'cardinal principle' (N); Make arrangements with objects in order to facilitate counting (NP); Talk about and explore 2D and 3D shapes, and Explore spatial and positional language through play (SSM).					
	From Autumn Assessments/Parent Meetings: Counting and number games, including subitising, 5s/10s frames. Building and construction with blocks and shapes.					
	Counting a group of objects to find out how many altogether – use 5/10s frames. Compare different arrangements of the same number. Build with and talk about 3D and 2D shapes.		Counting – the 'cardinal principle' – knowing how many there are in a group. Counting games. Counting in the environment. Positional language – using it in play and acting out stories.		Building with shapes/shapes in the environment. Counting in real-life situations – making arrangements of objects to facilitate counting, eg. tallies – birds.	
Understanding the World *Skills, Knowledge and Understanding Activities/ Resources/ Opportunities*	Intent: Children look at baby images of different people and talk about then and now (PP); Children learn that each person is unique and special – however we have similarities and differences (PCC); Know and understand the changing state of water and other materials (TW).					
	From Autumn Assessments/Parent Meetings: Develop interests (the natural world/communities), using text books to find out facts/develop vocab/knowledge. Develop interests connected with bugs/the garden. Develop interests in families and diversity. Support and extend children's interests – eg. dinosaurs, vehicles, messy play.					
	Revisiting Christmas – Santa's grotto – role play/memories (PP). Collecting sticks for Stick Man. Feeding the birds.	Ice experiments – changing materials. Collecting sticks for Stick Man. Feeding the birds. Look at baby images – changes over time.	Trail camera to observe squirrels. Exploring ice in the garden and from the freezer.	Explore ice in the garden collecting in different places. Ice experiments – freezing/melting. Creating ice sculptures.	Different celebrations – focus on Lunar New Year – stories, music, food, etc. Feeding and watching the birds in the garden.	Celebrating diversity within our families – LGBT+ History Month. Feeding/watching birds. Investigating the properties of materials.
Expressive Arts and Design *Skills, Knowledge and Understanding Activities/ Resources/ Opportunities*	Intent: Use different painting and printing techniques (CM); Develop pretend play, pretending one object represents another; begin to develop complex stories using small world resources like animals, dolls and dolls' houses, etc; make imaginative and complex 'small worlds' with blocks and construction kits, such as cities with parks (BIE).					
	From Autumn Assessments/Parent Meetings: Provide children with opportunities to tell their own stories and act them out (Helicopter stories). Develop imaginative role play and imaginary play using props. Opportunities to be creative using a range of resources.					
	Natural patterns and patterns in the environment. Printing using cookie cutters. Using joining techniques to make Stick Man. Creating small world scenes adding props.		Printing/painting with sticks/natural materials. Role play in the café/shop/homecorner.		Wax resist painting. Creative activities linked to Lunar New Year. Promoting role play.	Tape resist painting. Developing small world scenes. Promoting role play in the shop/café/home.