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| **SPRING ONE** | | | | | | | | | | |
| **AREAS OF DEVELOPMENT** | | **WEEK 1** | **WEEK 2** | | **WEEK 3** | | **WEEK 4** | **WEEK 5** | | **WEEK 6** |
| **Personal Social and Emotional** | **Making relationships**  Abbey Wood Grange Nursery Day Care and Pre-School | Settling in new children. Learning names. | | Settling in new children. Learning names. | | Settling in new children. Learning names. | Settling in new children. Learning names. | Settling in new children. Learning names. | Settling in new children. Learning names. | |
| **Managing self**Our Values | Magic Breakfast | Remembering our routines and the pattern of the day. | | Helping new friends to tidy up and learn where things belong. | | Helping new friends to tidy up and learn where things belong | Helping new friends to tidy up and learn where things belong | Helping new friends to tidy up and learn where things belong | Helping new friends to tidy up and learn where things belong | |
| **Self regulation**icon emoticon concept of emotions, joy and sadness, vector symbol of the  emotional state person, fun and longing Stock Vector Image & Art - Alamy | Encourage and support children in finding solutions to conflict and rivalry. | | Encourage and support children in finding solutions to conflict and rivalry. | | Encourage and support children in finding solutions to conflict and rivalry. | Encourage and support children in finding solutions to conflict and rivalry. | Encourage and support children in finding solutions to conflict and rivalry. | Encourage and support children in finding solutions to conflict and rivalry. | |
| **Communication and Language** | **Listening and attention**  Clipart of the class speaking free image download | Begin to listen to longer stories and recall more of what has happened. | | Begin to listen to longer stories and recall more of what has happened. | | Begin to listen to longer stories and recall more of what has happened. | Begin to listen to longer stories and recall more of what has happened. | Begin to listen to longer stories and recall more of what has happened. | Begin to listen to longer stories and recall more of what has happened. | |
| **Understanding**  Kid With Question Mark Curious Vector Stock Illustration - Download Image  Now - Child, Contemplation, Question Mark - iStock | Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the puddle turned into ice?” | | Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the puddle turned into ice?” | | Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the puddle turned into ice?” | Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the puddle turned into ice?” | Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the puddle turned into ice?” | Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the puddle turned into ice?” | |
| **Speaking**  FREEBIE – Page 6 – KIDAHA | Talk about home experiences and the things that they notice in their environment using longer sentences and a wider range of vocabulary.  Compare different experiences of Christmas holiday | | Talk about home experiences and the things that they notice in their environment using longer sentences and a wider range of vocabulary.  Compare winter with autumn | | Talk about home experiences and the things that they notice in their environment using longer sentences and a wider range of vocabulary.  Compare winter with autumn | Talk about home experiences and the things that they notice in their environment using longer sentences and a wider range of vocabulary.  Compare winter with autumn | Talk about home experiences and the things that they notice in their environment using longer sentences and a wider range of vocabulary. | Talk about home experiences and the things that they notice in their environment using longer sentences and a wider range of vocabulary. | |
| **Physical Development** | **Moving and Handling**  Sports premium funding | **Real PE Foundations –**  ***Static balance, seated –*** *Jungle* | | **Real PE Foundations –  *Static balance, one leg -****Pirates* | | **Real PE Foundations –**  ***Dynamic balance On a line -*** *Trains* | **Real PE Foundations –**  ***Dynamic balance to Agility Jumping and landing-****Space* | **Real PE Foundations –**  ***Dynamic balance to Agility Jumping and landing-****Space* | **Real PE Foundations –**  ***Counter balance – with a partner -****Seaside* | |
| **Handling tools-**  Using tweezers to transport small objects. | | **Handling tools-**  Using tweezers to transport small objects. | | **Handling tools-**  Using chop sticks to have a go at eating noodles. | **Handling tools-** focus on cutting skills and use of split pins | **Handling tools-**  focus on cutting skills and use of split pins | **Handling tools-** making pancakes, stirring mixture and flipping pancakes. | |
| **Health and Self Care**  Free Clip Art Shoes, Download Free Clip Art Shoes png images, Free ClipArts  on Clipart Library | Continue to monitor use of snack table.  Monitor and support washing of hands and use of blue paper towel when using the bathroom. | | Continue to monitor use of snack table.  Monitor and support washing of hands and use of blue paper towel when using the bathroom. | | Continue to monitor use of snack table.  Monitor and support washing of hands and use of blue paper towel when using the bathroom. | Continue to monitor use of snack table.  Monitor and support washing of hands and use of blue paper towel when using the bathroom. | Continue to monitor use of snack table.  Monitor and support washing of hands and use of blue paper towel when using the bathroom. | Continue to monitor use of snack table.  Monitor and support washing of hands and use of blue paper towel when using the bathroom.  Discuss the importance of washing hands when making pancakes and keeping hands away from hot cookers. | |
| **Literacy** | **Reading**  Nursery – Canon Popham C of E Primary Academy | **Book Focus**  The Three Little Pigs and the Big Bad Wolf (Axel Scheffler's Fairy Tales):  Amazon.co.uk: Scheffler, Axel, Scheffler, Axel: 9780702307843: Books | | **Book Focus**  **C:\Users\Staffkr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\AD053507.tmp** | | . **Book Focus**  I Love Chinese New Year (Paperback) | Can't You Sleep, Little Bear? : Martin Waddell (author), : 9780780763920 :  Blackwell's**Book Focus**  The Three Billy Goats Gruff: Ladybird First Favourite Tales: Amazon.co.uk:  Yates, Irene, Ladybird: 9781409306337: Books | **Book Focus**The poetry Basket basic logo FINAL.png  Snowman | **Book Focus**  The poetry Basket basic logo FINAL.png | |
| **Writing**  A secure day nursery | Fledglings Day Nursery | Introduce **helicopter stories** –adults scribe short stories for children. | | Introduce **helicopter stories** –adults scribe short stories for children. | | Introduce **helicopter stories** –adults scribe short stories for children. | Introduce **helicopter stories** –adults scribe short stories for children. | Introduce **helicopter stories** –adults scribe short stories for children. | . Introduce **helicopter stories** –adults scribe short stories for children. | |
| **Phonics**  Little Wandle | *Sounds*  **d**  **NR=** Hey Diddle  Hickory, Dickory  *Phonemic awareness focus*  Teach chn to hear the same initial sound.  *Oral blending*  *Recognising their name*  Teach chn to hear the initial sound of their name. | | *Sounds*  **g**  **NR=** Goldilocks went  Goats came a marching  *Phonemic awareness focus*  Teach chn to hear the same initial sound.  *Oral blending*  *Recognising their name*  Teach chn to hear the initial sound of their name. | | *Sounds*  **o**  **NR=** Oranges and Lemons  *Phonemic awareness focus*  Teach chn to **hear** the same initial sound.  *Oral blending*  *Recognising their name*  Teach chn to hear the initial sound of their name. | *Sounds*  **c**  **NR=** Cobbler mend my shoe.  Clap, clap hands 12,3  *Phonemic awareness focus*  Teach chn to i**dentify** initial sound.  *Oral blending*  *Recognising their name*  Teach chn to hear the initial sound of their name. | *Sounds*  **k**  **NR=** Old King Cole  *Phonemic awareness focus*  Teach chn to i**dentify** initial sound.  *Oral blending*  *Recognising their name*  Teach chn to hear the initial sound of their name. | *Sounds*  **e**  **NR=** One elephant  *Phonemic awareness focus*  Teach chn to i**dentify** initial sound.  *Oral blending*  *Recognising their name*  Teach chn to hear the initial sound of their name. | |
| **MATHS** | https://masterthecurriculum.co.uk/wp-content/uploads/2020/10/logo.png | **Books to Read**  **Three Little Pigs**  **Three Billy Goats Gruff**  **Goldilocks and three Bears**  **Roald Dahl’s 1,2,3**  **It’s not easy being Number Three (Drew Dernavich)**  **Number song:**  “Three Blind Mice”  **Number** **3** Subitising and numeral recognition  Dice patterns  Different patterns  Different sizes and patterns | **Books to Read**  **Three Little Pigs**  **Three Billy Goats Gruff**  **Goldilocks and three Bears**  **Roald Dahl’s 1,2,3**  **It’s not easy being Number Three (Drew Dernavich)**  **Number song**  **“**Three little Kittens”  **Number** **3**  1:1 counting  Numeral recognition  Composition of 3  **Triangles**  Triangle patterns | | **Books to Read**  **Pete the Cat and his four groovy buttons**  **Number**  **“**Four Little Snowmen”  **Number 4**  1:1 counting  Numeral recognition  **Squares and rectangles**  Shape hunt  Making shapes  Piet Mondrian’s painting  Shape prints | | **Books to Read**  **Anno’s Counting Book**  **Number song:**  “Four Little Teddy Bears”  **Number 4** Composition of 4  Frogs & log  Ladybird & spots  Skittles & ball | **Books to Read**  **Anno’s Counting Book**  **Spots and Dots.**  **Number song:**  “Five fingers”  **Number 5**  1:1 counting  Numeral recognition  **Pentagons**  Shape hunt  Making shapes  Shape prints | | **Books to Read**  **Anno’s Counting Book**  **Spots and Dots.**  **Number song:**  “Alice the Camel”  **Number 5**  Composition of 5  Sammy the Snail  Numicon Houses  Spots & Dots |
| **Understanding of the World** | **People, Culture and communities**  Nursery & Preschool in West Hill, Dartford, Kent | Talk about how our families celebrate Christmas. What’s the same and what’s different. | Discuss who works in our communities to build houses. What other things do builders do in our community? Create building area in outdoor area using bricks and tools. Sand and water in builders tray. | | **Chinese New Year** To have a greater understanding of and respect for other cultures and traditions. To compare and notice similarities and differences between cultures and traditions. | | **Chinese New Year** To have a greater understanding of and respect for other cultures and traditions. To compare and notice similarities and differences between cultures and traditions. |  | |  |
| **The natural world**Butterfly life cycle Vectors & Illustrations for Free Download | Freepik | Winter – observe weather freezing and melting, read stories about animals that hibernate in the winter. Introduce cycle of seasons. | Winter – observe weather freezing and melting, read stories about animals that hibernate in the winter. Introduce cycle of seasons. | | Winter – observe weather freezing and melting, read stories about animals that hibernate in the winter. Introduce cycle of seasons. | | Winter – observe weather freezing and melting, read stories about animals that hibernate in the winter. Introduce cycle of seasons. | Winter – observe weather freezing and melting, read stories about animals that hibernate in the winter. Introduce cycle of seasons. | | Winter – observe weather freezing and melting, read stories about animals that hibernate in the winter. Introduce cycle of seasons. |
| **Past and present**  Girl Classroom Calendar Job Clip Art - Girl Classroom Calendar Job Vector  Image | Classroom jobs, Art classroom jobs, Kindergarten calendar | Recall of what the children did over Christmas. Talk about how people celebrate. Look at similarities and differences. |  | |  | | Recalling the Chinese New Year Story |  | | Recall the different traditional stories from the half term. Look at the differences and similarities |
| **Technology**  Overview / Digital News Overview | Use Ipad to access photos on Tapestry ENCOURAGE PARENTS TO PARTICIPATE MORE IN UPLOADING TO TAPESTRY | Use Ipad to access photos on Tapestry  ENCOURAGE PARENTS TO PARTICIPATE MORE IN UPLOADING TO TAPESTRY | | Use Ipad to access photos on Tapestry  ENCOURAGE PARENTS TO PARTICIPATE MORE IN UPLOADING TO TAPESTRY | | Use Ipad to access photos on Tapestry  ENCOURAGE PARENTS TO PARTICIPATE MORE IN UPLOADING TO TAPESTRY | Use Ipad to access photos on Tapestry  ENCOURAGE PARENTS TO PARTICIPATE MORE IN UPLOADING TO TAPESTRY | | Use Ipad to access photos on Tapestry  ENCOURAGE PARENTS TO PARTICIPATE MORE IN UPLOADING TO TAPESTRY |
| **Expressive**  **Art and Design** | **Creating with materials**  Junk Modelling Clipart | Learn how to use powder paints and palettes | Learn how to use powder paints and palettes | | Create and design the dragon for the dragon dance  Learn how to use split pins/tie string  Play movement and listening games that use different sounds for different movements.  Replicate a dance for Chinese New Year | | Create and design the dragon for the dragon dance  Cut around a shape.  Learn how to use split pins/tie string  Play movement and listening games that use different sounds for different movements.  Replicate a dance for Chinese New Year | Create and design different sized lanterns associated with the story Can’t you sleep Little Bear.  Create and design different sized bridges associated with the story Three Billy Goats Gruff | | Create and design different sized lanterns associated with the story Can’t you sleep Little Bear.  Create and design different sized bridges associated with the story Three Billy Goats Gruff |
| **Being expressive and imaginative**  32,838 Pretend play Images, Stock Photos & Vectors | Shutterstock | **Music: ‘Love is Here to Stay’ – Frank Sinatra 1956**  **EYFS**  Keep the beat, copy and tap body parts to the music. | ***Music:* ‘La Vida es un Carnaval’ – Celia Cruz 1998**  **EYFS**  Keep the beat, copy and tap body parts to the music. | | ***Music:* ‘You Really Got Me’ The Kinks 1964**  **EYFS**  Keep the beat, use a tambourine to tap.  Lunar New Year – The Dragon song with percussion accompaniment  Leeds College of music community project. | | ***Music:* Horn Concerto No 4, 3rd Movement by Mozart 1783**  **EYFS**  Keep the beat, copy and tap body parts to the music.  Lunar New Year – The Dragon song with percussion accompaniment  Leeds College of music community project. | ***Music:* ‘He’s the greatest Dancer’ Sister Sledge 1979**  **EYFS**  Keep the beat and dance to the music.  Leeds College of music community project. | | ***Music:***  Create a beat /rhythm for goats trotting over the bridges.  Leeds College of music community project. |
| **Characteristic of effective learning** | | Problem solving | Problem solving | | Problem solving | | Problem solving | Problem solving | | Problem solving |