

Spring Term 1

The Adult Role: The following activities will be delivered through a mixture of play based adult supported and guided small groups

SPRING THEMES	C&L	PSED	PD	Literacy	Mathematics	UW	EAD
Week 1	<p>Use longer sentences of four to six words.</p> <p>Talk about things children did in the Christmas holidays and what they had for Christmas.</p>	<p>Increasingly follow the rules, understanding why they are important.</p> <p>Say the rhyme for sitting on the carpet.</p> <p>Settling new children.1) Finds ways of managing transitions, for example from their parent to their key person. (PSE) 2) Express preferences and decisions. They also try new things and start establishing their autonomy. (PSE)</p> <p>3)Develop friendships with other children. (PSE) 0-3years.</p> <p>Older children also settling back into nursery.</p>	<p>1)Learn to use the toilet with help then independently. (PD)</p> <p>2)Use large and small motor skills to do things independently. (PD)0-3years.</p> <p>Fine Motor skills:</p> <p>1) Scrunch paper to make snowballs.</p> <p>2) Cut out circles to make snowballs and snowflakes.</p> <p>3) Snowman template.</p>	<p>Read stories and non-fiction books about winter.</p> <p>Learn new vocabulary linked with Winter.</p>	<p>Solve real life maths problems with numbers up to 5</p> <p>Sing number songs.</p> <p>Recite numbers beyond 5.</p> <p>Daily counting for the date.</p>	<p>Continue developing positive attitudes about differences between people.</p> <p>Settling new children.</p>	<p>Remember and sing entire songs.</p> <p>Take part in simple pretend play.</p> <p>Create a winter scene</p> <p>. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Decorate a class snowman for display.</p>
Week 2 10.01.22 Settling in and snow theme.	<p>Talk about how it is the season of winter and that the weather is getting colder. Talk about how we can wear hats, gloves and scarves to keep warm.</p>	<p>Increasing follow rules understanding why they are important.</p> <p>Talk about our Golden Rules.</p> <p>Settling new children.</p> <p>1)Finds ways of managing transitions, for example from their parent to their key person. (PSE)</p> <p>2)Express preferences and decisions. They also try new things and start establishing their autonomy. (PSE)</p> <p>3)Develop friendships with other children. (PSE)</p>	<p>1)Use one-handed tools and equipment for example making snips in paper with scissors.</p> <p>Cutting circles, folding paper and making snowflakes.</p>	<p>Learn new vocabulary linked with Winter.</p>	<p>Extend and create ABAB patterns.</p> <p>Introduce a new pattern each day for children to continue.</p>	<p>Continue developing positive attitudes about differences between people.</p> <p>Settling new children.</p>	<p>Remember and sing entire songs.</p> <p>Take part in simple pretend play</p>

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<p>Week 3 17.01.22 Winter, snow and ice theme.</p>	<p>Pay attention to more than one thing at a time which can be difficult.</p> <p>Use a wider range of vocabulary. Children learn new vocabulary linked with the theme of winter.</p>	<p>Increasing follow rules understanding why they are important. Remind children about our book corner rules.</p>	<p>1) Start taking part in some group activities, which they make up for themselves or in teams. Play Mr Ovey's dinosaur game. 2) Use one-handed tools and equipment for example making snips in paper with scissors. New winter cutting activity. 3) Fine motor picking up snowballs with tweezers.</p>	<p>Talk about the names of different parts of a book. Read various stories.</p>	<p>Extend and create ABAB patterns. Continue this with Child 2 for maths course. *Notice and correct an error in a repeating pattern. Check whether child one can do this.</p> <p>For my maths course extend the learning to ABC patterns.</p>	<p>Ice in play tray. 1) Talk about the differences between materials and the changes they notice. 2) Use all their senses in hands-on exploration of natural materials. Talk about how the ice melts into water.</p>	<p>1) Respond to what they have heard expressing their thoughts and feelings. 2) Remember and sing entire songs. Mrs Scott's music time. 3) Take part in simple pretend play Role-play area with white cloths, photos of artic animals and hats and scarves.</p>
<p>Week 4 24.01.22 Winter and Artic animals.</p>	<p>Use a wider range of vocabulary. Children learn names of polar animals and the names of countries they live.</p>	<p>Remember rules without needing an adult to remind them. Talk about what Golden rules we can remember.</p>	<p>1) Start taking part in some group activities, which they make up for themselves or in teams. Play Mr Ovey's dinosaur game.</p>	<p>Learn the sounds of the letters: M, A, S, D and T. Become familiar with the pictures and learn about other items that begin with those sounds.</p>	<p>Compare quantities using language: 'more than,' 'fewer than.' Compare quantities in the containers and say which one has more or fewer.</p>	<p>Know there are different countries in the world and talk about the differences they have seen in photos. Talk about the countries artic animals live. Name some artic animals and talk about the countries where artic animals live. Small world play with artic animals in the play/ tuff spot tray.</p>	<p>Remember and sing entire songs. Mrs Scott's music time. Take part in simple pretend play Role-play area with white cloths, photos of artic animals and hats and scarves.</p>

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<p>Week 5 31.01.22 Winter and Artic animals.</p>	<p>Pay attention to more than one thing at a time which can be difficult.</p> <p>Each day look at our six shapes and talk about what area each child goes in for tidy up time. See if they can remember to go to their correct area without being prompted.</p>	<p>Talk about their feelings using words like happy, sad, angry or worried.</p> <p>Read: 'How would you feel if...'. Ask the children to suggest feelings they may feel in each scenario.</p> <p>Ask children to share with the class what makes them happy or sad.</p>	<p>Use one-handed tools and equipment.</p> <p>Make stick puppets using paper polar animal pictures.</p> <p>Use scissors to cut the eyes, nose and mouth shape for the polar bear faces.</p>	<p>Develop their phonological awareness recognising words with the same initial sound.</p> <p>Repeat last week's phonics programme for afternoon sessions.</p>	<p>Solve real life maths problems with numbers up to 5</p> <p>Sing song about 5 Polar bears and other number songs about artic animals.</p> <p>Sort the animals and count how many in each set.</p>	<p>Know there are different countries in the world and talk about the differences they have seen in photos.</p> <p>Learn some facts about polar animals living in cold climates.</p>	<p>Remember and sing entire songs.</p> <p>Make a polar bear using cotton wool balls.</p> <p>Junk modelling challenge.</p> <p>Can you make your very own binoculars?</p>

<p>Week 6 7.01.22 Chinese New Year, week 1.</p>	<p>Start a conversation with an adult or friend and continue it for many turns.</p> <p>Encourage children to talk to the person next to them on the carpet about what makes them happy / sad.</p>	<p>Talk about their feelings using words like happy, sad, angry or worried.</p> <p>Talk about how the ox felt when the rat tricked him.</p> <p>How do they think the rat felt about winning the race?</p>	<p>Increasing be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Dance to Chinese style music and take part in a tiger dance.</p>	<p>Develop their phonological awareness recognising words with the same initial sound.</p> <p>Introduce the next 5 sounds in Read, Write Inc.</p>	<p>Experiments with their own symbols and marks as well as numerals.</p> <p>Introduce number lines and Chinese writing of numbers and encourage children to copy them for their money bags.</p>	<p>Know there are different countries in the world and talk about the differences they have seen in photos.</p> <p>Learn about how people in China celebrate a festival called Chinese new year.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Take part in simple pretend play</p> <p>Set up a Chinese restaurant.</p> <p>Paint pictures of tigers.</p> <p>Small world play in the blue play tray with Chinese animals and red and gold glitter, pictures and paint brushes to brush glitter away.</p>
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<p>Week 7 14.01.22 Chinese New Year, week 2.</p>	<p>Start a conversation with an adult or friend and continue it for many turns.</p> <p>Talk about what animal is their favourite animal in the story of Chinese New Year.</p>	<p>Talk with others to solve conflicts.</p> <p>Talk about what we can say to each other when difficulties arise. Give examples and act out different scenarios.</p>	<p>Increasing be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Develop their phonological awareness recognising words with the same initial sound.</p>	<p>Experiments with their own symbols and marks as well as numerals.</p> <p>1) Introduce a number each day and learn how to use a</p>	<p>Talk about what they see using a wide vocabulary.</p> <p>Enjoy tasting noodles and rice and talk about whether they like it.</p>	<p>Take part in simple pretend play</p> <p>Chinese restaurant.</p> <p>Explore different materials freely, in order to develop their ideas about</p>

			Dance dragon music and come up with our own moves.	Revisit first 10 sounds of Read, Write, Inc.	large tracing card. 2) Have a go at writing their own marks and symbols on their money bags.		<p>how to use them and what to make. Paint pictures of dragons.</p> <p>Remember and sing entire songs.</p>
Key Vocabulary:	<p>Winter: Cold, ice, snow, white, frosty, melt, hats, gloves, scarf, coat. Artic animals: Artic fox, Artic hare, wolf. Polar bear, sea lion, seal, walrus Chinese New Year: race, year of the tiger, celebration, decorations, cleaning, money bags, lantern, dragon, lion, dance, fireworks, noodles, prawn crackers, rice.</p>						
Enhancements.	<p>Playing with ice and watching it melt. Eating noodles, prawn crackers and rice.</p>						