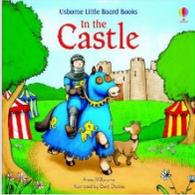
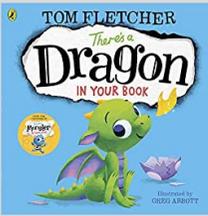


Thematic Curriculum Half-termly Overview Nursery

Half term/year: Spring 2 2024

Theme: Castles, Knights and Dragons



	Week 1	Week 2	Week 3 Spring Theme Day Mothers Day	Week 4 Ramadan	Week 5	
Texts	 <p style="text-align: center;"><u>In the Castle</u></p>	 <p style="text-align: center;"><u>Meg's castle</u></p>	 <p style="text-align: center;"><u>Rapunzel</u> <u>Cinderella</u></p>	 <p style="text-align: center;"><u>There's a Dragon in your book</u></p>	 <p style="text-align: center;"><u>The Castle the king Built</u> <u>The Knight who said NO!</u></p>	
Communication and Language	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story Use a wider range of vocabulary Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions Sing a large repertoire of songs. Start a conversation with an adult or a friend and continue it for many turns Uses a longer sentence of 4-6 words Use talk to organise themselves and their play e.g lets go on the bus. Learn and use multi-syllabic words such as 'uncomfortable, enchanted, kingdom, 					
PSED	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. Play with one or more other children, extending and elaborating play ideas. Find and talk about solutions to conflicts and rivalries. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling Increasingly follow rules, understanding why they are important Talk with others to solve conflicts 					
SCARF Rights and responsibilities	Looking after Myself		Looking after others		Looking After My Environment	
Physical Development Gross Motor Development	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 		<ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 		<ul style="list-style-type: none"> Develop ball skills. Catching, throwing, rolling, aiming Start taking part in some group activities which they make up for themselves, or in teams. Combine different movements (Hall – jump, roll) 	

<p>Fine Motor Development</p>	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 		<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity. 	<ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Using a knife and fork effectively 		
<p>Reading</p>	<ul style="list-style-type: none"> Know that: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book Page Sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound Engage in extended conversations about stories, learning new vocabulary 					
<p>Phonics</p>	<p>Phase 1- Sound Discrimination Rocket phonics m</p>	<p>Phase 1 – rhythm and rhyme Rocket Phonics d</p>	<p>Phase 1 – Body Percussion Rocket Phonics g</p>	<p>Phase 1 – Instrumental sounds Rocket Phonics o</p>	<p>Phase 1 Voice sounds Rocket Phonics c</p>	
<p>Writing</p>	<ul style="list-style-type: none"> Write some or all of their name. Write some letters accurately Uses some of their print and letter knowledge in their early writing (for example, writes d for daddy, c for cat) Uses writing in pretend play for a purpose 					
<p>Writing Outcomes</p>	<p>Mark Making area Develop motor skills and handwriting patterns</p>	<p>Mark Making area Develop fine motor skills Independent writing booklets</p>	<p>Mark Making area Develop fine motor skills Cinderella invitations Mother's day cards Independent writing booklets</p>	<p>Mark Making area Develop fine motor skills Independent writing booklets</p>	<p>Mark Making area Develop fine motor skills Independent writing booklets</p>	<p>Mark Making area Develop fine motor skills Independent writing booklets</p>
<p>Maths</p>	<ul style="list-style-type: none"> 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. Show 'finger numbers' up to 5 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. 					
	<p>Talk about the knights order them by size big, medium and small.</p>	<p>Length of objects Number 6-10 Number Books Number songs</p>	<p>Comparing by size and length Number 6-10 Number Books Number songs</p>	<p>Comparing sizes for dragons Number 6-10 Number Books Number songs</p>	<p>Number 6-10 Number Books Number songs</p>	<p>Number 6-10 Number Books Number songs</p>

