

Thematic Curriculum Half-termly Overview Nursery

Half term/year: Spring 1 2022

Theme: It's Cold Outside



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Texts	The Grufflo 	One Winters Day 	One Snowy Day 	Snow Bears 	Jack Frost 	Iris and Isaac 	Polar Bear, Polar Bear what did you hear?
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 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 Use talk to organise themselves and their play -Learn and use multi-syllabic words such as 'penguin, thundering, melting, lightening, defrosting <p>Terrible tusks, terrible claws, terrible teeth , terrible jaws, creature, splot, boom, drip drip,</p>						
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 <p>BOOK – Iris and Isaac - friendships</p>						
SCARF Keeping myself Safe	People who help to keep me safe Mum, dad, brothers, sisters, teachers and draw pictures.		What's safe to go in my body No medicine, any dangers				
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. 		
Fine Motor Development	<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. 		

Reading	<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 						
Phonics	Phase 1- Sound Discrimination Rocket phonics e	Phase 1 – rhythm and rhyme Rocket Phonics u	Phase 1 – Body Percussion Rocket Phonics r	Phase 1 – Instrumental sounds Rocket Phonics h	Phase 1 Voice sounds Rocket Phonics b	Phase 1 Oral segmenting and blending Rocket Phonics f	Phase 1 Oral segmenting and blending Rocket Phonics ff
Writing	<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) 						
Writing Outcomes	Mark Making area Develop motor skills and handwriting patterns Re-tell Gruffalo story using pictures.	Hedgehog writing paper Hedgehog words	Animal names Hear, say, find and write initial sounds	Bear writing paper	White writing utensils	Who is your friend	Polar bear Facts
Maths	<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. 						
	Maths rhymes and songs	Number 1-5 Number Books Number songs	Number 1-5 Number Books Number songs	Number 1-5 Number Books Number songs	Number 1-5 Number Books Number songs	Number 1-5 Number Books Number songs	Number 1-5 Number Books Number songs
<u>Understanding of the World</u> People, Culture and Communities The Natural World	<ul style="list-style-type: none"> Talk about the differences between materials and the changes they notice (melting and freezing) Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (cold places – Arctic, Antarctic) Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary <i>freeze, melt, thaw,, change, solid, liquid, ice, nature, weather, frost, mist, ice berg, snow cap, mountain, river, stream</i> 						
<u>Trips/Outdoor Learning</u> Events	Shopping Riddlesden Woods Gruffalo hunt	Riddlesden Woods Gruffalo Hunt	Cliffe Castle museum (stuffed wild animals)	Cliffe Castle museum (stuffed wild animals)	St Ives Winter walk (Bird Hyde)	St Ives Winter Walk (Bird Hyde)	

<u>Expressive Arts and Design</u> Creating With materials Being Imaginative and Expressive	Make imaginative and complex 'small worlds' with blocks and construction kits, such as Arctic, Mountains, bear cave/environment	Join different materials and explore different textures.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Play instruments with increasing control to express their feelings and ideas.	Play instruments with increasing control to express their feelings and ideas.	Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them.
<u>Role play Area</u>	Winter Clothes Shop with café area Outside – café area in mud kitchen with chalk board					
Quality Outcome (writing / art / production / presentation / assembly etc...)	Winter Wonderland to invite Parents – sing songs, winter activities					