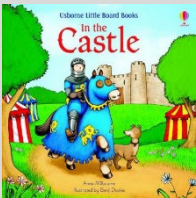
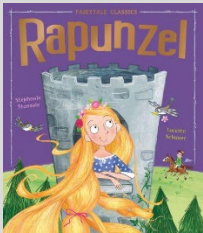
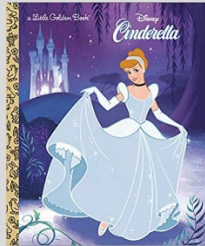
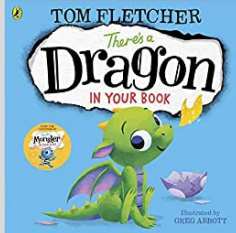
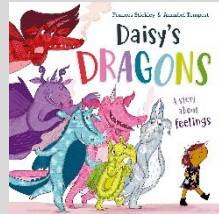
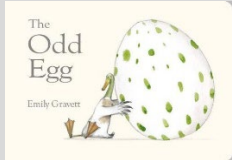


# Thematic Curriculum Half-termly Overview Nursery

Half term/year: Spring 2 2022

Theme: Castles, Knights and Dragons



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Texts						
Communication and Language	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>Use a wider range of vocabulary</li> <li>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>Understand 'why' questions</li> <li>Sing a large repertoire of songs.</li> <li>Start a conversation with an adult or a friend and continue it for many turns</li> <li>Uses a longer sentence of 4-6 words</li> <li>Use talk to organise themselves and their play</li> <li>Learn and use multi-syllabic words such as 'uncomfortable, enchanted, kingdom,</li> </ul>					
PSED	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find and talk about solutions to conflicts and rivalries.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>Understand gradually how others might be feeling</li> <li>Increasingly follow rules, understanding why they are important</li> <li>Talk with others to solve conflicts</li> </ul>					
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"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes)</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>		<ul style="list-style-type: none"> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Develop ball skills. Catching, throwing, rolling, aiming</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Combine different movements (Hall – jump, roll)</li> </ul>	
Fine Motor Development	<ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>		<ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Make healthy choices about food, drink, activity.</li> </ul>		<ul style="list-style-type: none"> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Using a knife and fork effectively</li> </ul>	

Reading	<ul style="list-style-type: none"> <li>Know that: <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>Page Sequencing</li> </ul> </li> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary</li> </ul>					
Phonics	Phase 1- Sound Discrimination Rocket phonics f	Phase 1 – rhythm and rhyme Rocket Phonics ff	Phase 1 – Body Percussion Rocket Phonics l	Phase 1 – Instrumental sounds Rocket Phonics ll	Phase 1 Voice sounds Rocket Phonics ss	Phase 1 Oral segmenting and blending Rocket Phonics j
Writing	<ul style="list-style-type: none"> <li>Write some or all of their name.</li> <li>Write some letters accurately</li> <li>Uses some of their print and letter knowledge in their early writing (for example, writes d for daddy, c for cat)</li> <li>Uses writing in pretend play for a purpose</li> </ul>					
Writing Outcomes	Mark Making area Develop motor skills and handwriting patterns	Mark Making area Develop fine motor skills Independent writing booklets	Mark Making area Develop fine motor skills Independent writing booklets	Mark Making area Develop fine motor skills Independent writing booklets Mother's day cards	Mark Making area Develop fine motor skills Independent writing booklets	Mark Making area Develop fine motor skills Independent writing booklets Easter cards
Maths	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1, 2,3,4,5.</li> <li>Show 'finger numbers' up to 5</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>					
	Maths rhymes and songs Shapes	Number 6-10 Number Books Number songs	Number 6-10 Number Books Number songs	Number 6-10 Number Books Number songs	Number 6-10 Number Books Number songs	Number 6-10 Number Books Number songs
<u>Understanding of the World</u> People, Culture and Communities  The Natural World	<ul style="list-style-type: none"> <li>Talk about the differences between materials and the changes they notice – baking and cooking</li> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Shows interest in different occupations</li> <li>Explore how things work</li> <li>Explore and talk about the forces they can feel (Water/elastic/magnets)</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary <i>push, pull, stretch, snap, metal, plastic, magnetic, sink, float, shadows, light,</i></li> </ul>					

<b><u>Trips/Outdoor Learning Events</u></b>	Skipton Castle Allotments Pancake day 1 <sup>st</sup> March World book day 3 <sup>rd</sup> March	Skipton Castle Allotments	Skipton Castle Allotments	St Ives		Easter theme day Egg hunt outside
<b><u>Expressive Arts and Design</u></b> <b>Creating With materials</b>  <b>Being Imaginative and Expressive</b>	Make imaginative and complex 'small worlds' with blocks and construction kits, such as make believe lands and enchanted worlds	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.
<b><u>Role play Area</u></b>	Home/house castle (climbing frame/costumes/banquet)					
<b><u>Quality Outcome</u></b> (writing / art / production / presentation / assembly etc...)	Easter theme Open Day					