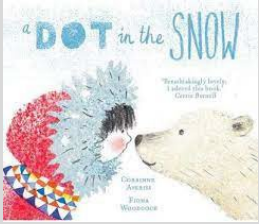
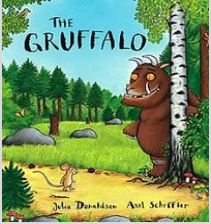
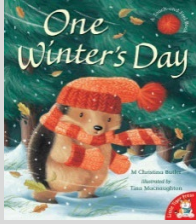
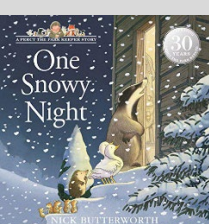
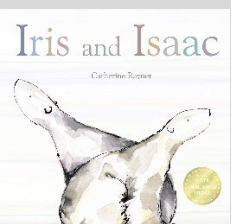



# Thematic Curriculum Half-termly Overview Nursery

Half term/year: Spring 1 2023

Theme: It's Cold Outside



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Texts	<b>Dot in the Snow</b> 	<b>The Gruffalo</b> 	<b>One Winters Day</b> 	<b>One Snowy Night</b> 	<b>Iris and Isaac</b> 	<b>A Star in a Jar</b> 
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>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>Use talk to organise themselves and their play</li> <li>Learn and use multi-syllabic words such as 'penguin, thundering, melting, lightening, defrosting</li> <li>Terrible tusks, terrible claws, terrible teeth , terrible jaws, creature, splot, boom, drip drip,</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> </ul> <p style="text-align: right;">BOOK – Iris and Isaac - friendships</p>					
SCARF Keeping myself Safe	<b>People who help to keep me safe</b> Mum, dad, brothers, sisters, teachers and draw pictures.		<b>What's safe to go in my body</b> No medicine, any dangers			
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> </ul>	

<b>Fine Motor Development</b>	<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> </ul>	
<b>Reading</b>	<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>					
<b>Phonics</b>	Phase 1- Sound Discrimination Rocket phonics <b>s</b>	Phase 1 – rhythm and rhyme Rocket Phonics <b>a</b>	Phase 1 – Body Percussion Rocket Phonics <b>t</b>	Phase 1 – Instrumental sounds Rocket Phonics <b>p</b>	Phase 1 Voice sounds Rocket Phonics <b>i</b>	Phase 1 Oral segmenting and blending Rocket Phonics <b>n</b>
<b>Writing</b>	<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> </ul>					
<b>Writing Outcomes</b>	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	Who is your friend	To write a note about light and dark. Help the star get home.
<b>Maths</b>	<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>Talk about and explore 2D and 3D shapes such as circles, rectangles, triangles and cuboids) use language sides, corners, straight ,flat, round</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>					
<b>Understanding of the World</b> <b>People, Culture and Communities</b>  <b>The Natural World</b>	<b>Maths rhymes and songs</b>  <b>Shape hunt</b>	Number 1-5 Number Books Number songs <b>Draw shapes outside</b>	Number 1-5 Number Books Number songs <b>Patterns</b> <b>Stick, leaf, stick, leaf</b>	Number 1-5 Number Books Number songs <b>Patterns</b> <b>Stick, leaf, stick, leaf</b>	Number 1-5 Number Books Number songs	Number 1-5 Number Books Number songs
<ul style="list-style-type: none"> <li>Talk about the differences between materials and the changes they notice (melting and freezing)</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>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)</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>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></li> </ul>						

<b><u>Trips/Events</u></b>	Shopping to Asda		Cliffe Castle museum (stuffed wild animals)	Walk around the local area to see different animals bird watching		Find the star in the Park
<b><u>Outdoor Learning</u></b>	Bingley Prince of Wales Go for a walk find the water cascade and sit on a train Polar bear and red ball	Bolton Abbey Gruffalo Hunt	Riddlesden woods Find the Hedgehog Find the scarf Find the Hat	St Ives Winter Walk (Bird Hyde)	Wycoller in Colne walk	Low woods Riddlesden Jam Jar and collect woodlands treasure have a campfire and put fairy lights in the jar and bring back to class.
<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 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.
<b><u>Role play Area</u></b>	Winter Clothes Shop with café area Outside – café area in mud kitchen with chalk board					
<b>Quality Outcome</b> (writing / art / production / presentation / assembly etc...)	Winter Wonderland to invite Parents – sing songs, winter activities					