



Russell Street School



Nursery - Spring 1- Theme: Traditional Tales (Progression from Nursery to Reception – Reception’s English planning)

Literacy

We will be exploring traditional tales including 'The Three Little Pigs' and 'The Gingerbread Man'. We will start to develop our awareness of rhyme through a variety of activities including a game called 'Silly Soup' where things get stirred into a rhyming pot as we sing a song.

We will continue to learn the pre-writing shapes, and if we are ready, we will learn to write our name using a cursive style. We will be given the opportunity to work with the grown-ups to develop our mark-making skills such as drawing the three little pigs.

Mathematics

We will be counting regularly including in our daily circle time sessions when we count how many children are in our group. The focus this half-term will be on one-to-one correspondence.

We will be learning this skill through; counting stationary objects, counting moving objects, counting actions and counting sounds.

Our focus number will be three; three pigs, three bears.

We will be categorising according to size, for example small to big when ordering the bowls of the three bears.

Physical Development

As well as having access to the equipment in our Early Years garden to develop our physical skills we will use sand and water with pretend bricks and tools in the big sand pit to build house a house for the little pigs. We will continue to develop our fine-motor control through the programme 'WriteDance in Nursery'. In Chinese New Year week, we will be using scissors to create a Chinese lantern.

Communication and Language

Grandma Fantastic will teach us new vocabulary such as enormous and gigantic to describe Daddy bear.

We will focus on prepositions such as 'under', 'on top' and 'behind' by carrying out an action or selecting the correct picture. For example, "Put little pig behind the wall."

Traditional Tales

Personal, Social and Emotional Development

We will be continuing our whole school approach to PSE called 'Jigsaw'. The focus this half term will be on 'Dreams and Goals'.

We will be learn that some actions and words can hurt others' feelings. The children will be asked questions such as "How do you think the pigs felt when the wolf tried to eat them?"

Expressive Arts and Design

Exploring media and materials: We will be given the opportunity to explore and describe different textures. We will make a forest collage using different textures in our 'Little Red Riding Hood' week. We will be singing songs such as, 'When Goldilocks went to the house of the bears, what did her blue eyes see?'

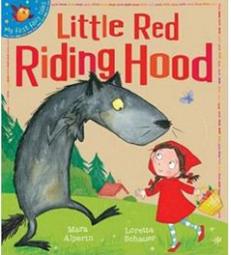
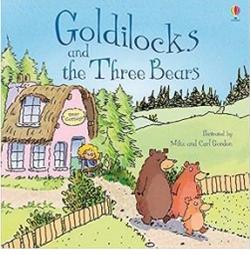
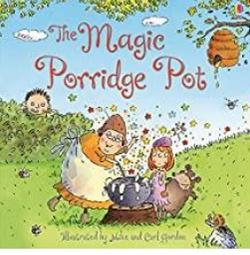
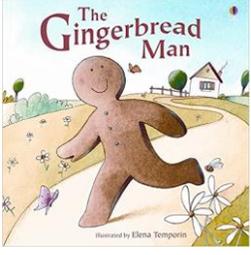
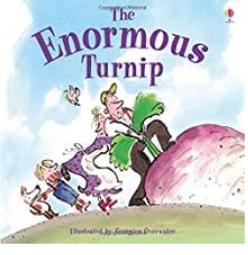
Being imaginative: We will be given the resources to create the three little pig's houses. We will mix red and white together to create pink to paint the pigs. We will create a flap-style Gingerbread house in 'The Gingerbread Man' week.

Understanding the World

The world: We will be talking about why the bricks did not fall down in 'The Three Little Pigs' story. We will be making porridge, tasting it and talking about how it changes when milk is added to the oats.

People and Communities: We will be learning about 'Chinese New Year'.

Technology: We will continue to develop our 'click and drag' skills using the Purple-Mash program.

Phonics	Settling into the new Nursery building – ‘New Year, New Building’	<p>Week 2 - Introduce the concept of rhyme. Use The Little Red Riding Hood rhyming version to introduce the concept. Emphasise the rhyming words. Play with rhyming words throughout the course of the day and have fun with them.</p>	<p>Week 3 – Listen to the beat</p> <p>Use a variety of percussion instruments to play different rhythms. Remind the children to use their listening ears and to move in time to the beat – fast, slow, skipping, marching, etc.</p>	<p>Week 4 – Our favourite rhymes</p> <p>As a class discuss favourite rhymes. Have a bag of objects which represent rhymes (e.g. a toy spider to represent ‘Incy Wincy Spider’, a toy bus for ‘The Wheels on the Bus’) and invite the children to choose their favourite. Sing throughout the day.</p>	<p>Week 5 – Ask a small group to sit in a circle so they can see a selection of rhyming objects (e.g. rat, hat, cat) placed on the floor. Use a bowl and spoon as props to act out the song.</p> <p>Invite the children, in turn, to choose an object to put into the soup and place it in the bowl. After each turn, stir the soup and sing the ‘Silly Soup Song’.</p> <p><i>In goes... a fox... a box... some socks...</i></p>	<p>Week 6 – Adult-Led activity</p> <p>Each child in a small group - set of 3 pictures of rhyming objects. Hide in a bag a set of pictures or objects matching the pictures you have given to the children. The children take turns to draw out of the bag one object or picture at a time. Invite the children to call out when they see an object or picture that rhymes with theirs and to collect it from the child who has drawn it from the bag.</p>	<p>Week 7 - Odd one out</p> <p>Put out three objects or pictures, two with names that rhyme and one with a name that does not. Ask the children to identify the ‘odd one out’: the name that does not rhyme. Start with a small set of words that can then be extended.</p>
Contexts	Settling into the new Nursery building – ‘New Year, New Building’	 <p>Little Red Riding Hood</p>	 <p>The Three Little Pigs</p>	 <p>Goldilocks and the Three Bears</p>	 <p>The Magic Porridge Pot</p>	 <p>The Gingerbread Man/Chinese New Year</p>	 <p>The Enormous Turnip</p>

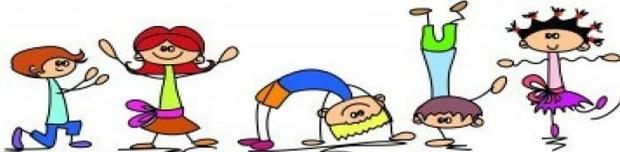
		<p><u>Reading</u> Fills in the missing word or phrase in a known story – All the better to <u>see/hear</u> you with...</p>	<p><u>Writing</u> Begins to understand the cause and effect of their actions in mark making. Knows that the marks they make are of value. Draw the three little pigs.</p>	<p><u>Reading</u> Shows awareness of rhyme. Bear - chair</p>	<p><u>Writing</u> Enjoys drawing and writing on different textures, such as in sand (use porridge oats – pre-writing shapes)</p>	<p><u>Reading</u> Shows awareness of rhyme. (<i>man, ran, can</i>).</p>	<p><u>Writing</u> Enjoys drawing and writing on different textures, such as in sand (soil)</p>
<p>New Vocabulary (Grandma Fantastic)</p> 	<p>Settling into the new Nursery building – ‘New Year, New Building’</p>	<p>Feeling – frightened, terrified and startled</p>	<p>Asking – squealed, snarled and screamed</p>	<p>Tasting – delicious, scrumptious and tempting</p>	<p>Checking (hear) – bubbling, boiling and simmering</p>	<p>Action – raced, dashed and sprinted</p>	<p>Thinking – plan, suggestion and idea</p>
<p>Circles</p>	<p>“What did you do in the Christmas break?”</p>	<p>“What would you take to Grandma?” Tell me something that you do to keep safe?</p>	<p>How do you think the three little pigs felt? Who could you talk to if you were scared? Was the Big Bad Wolf a good friend?</p>	<p>“How do you think Little Bear felt when he saw his broken chair? What can you do when you feel sad?” “What would you choose to add to your porridge?”</p>	<p>“What is your favourite breakfast?” “Which do you prefer...Goldilocks or The Magic Porridge Pot?”</p>	<p>“Instead of a gingerbread man what could we change the character to?” The character could be...</p>	<p>“What is your favourite vegetable?”</p>

			What makes a good friend?	(honey, jam, sugar, fruit)		(For example, a pancake boy) “What would you buy from the bakery?”	
Writing	Settling into the new Nursery building – ‘New Year, New Building’	Write-Dance	Write-Dance	Write-Dance	Write-Dance	Write-Dance	Write-Dance

Week	Expressive Art & Design (Art) 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1 st week back 5 th -7 th January – Settling in					
1	To explore materials and/or to express ideas. Little Red Riding Hood – forest collage using different textures.	Know that different textures create different effects.	effect	Awareness of how resources can be used to create different effects.	That there are different types of textures such as rough, smooth, shiny etc.
2	To explore materials and/or to express ideas. Little Pig House – house collage (straw, sticks or printing bricks) Colour mixing – red and white	Know that different textures create different effects.	effect	Awareness of how resources can be used to create different effects.	That there are different types of textures such as rough, smooth, shiny etc.
3	Joins in singing songs. ‘When Goldilocks went to the house of the bears, what did her blue eyes see?’ Additional activity: Make a card for Baby Bear to cheer him up or a sorry card from Goldilocks)	Knows some nursery rhymes. Listen to the words Copy the words Use actions	rhyme	Singing rhymes	We use our voice differently when we sing.
4	Notifies and becomes interested in the transformative effect of their action on materials and resources. Painting using different textures such as porridge in paint etc.	Understands that an action can create an effect. Look carefully Remember what happened	effect	Awareness of how resources can be used to create different effects.	That adding textures to paint can create a textured paint.
5	Uses 3D and 2D structures to explore materials and/or to express ideas. Creating a gingerbread house (flap book page design)	To know how to use different materials to create a planned effect.	materials effect	Cutting and sticking	How to hold scissors Which glue is best for a particular task (PVA or prit-stick) How to stick paper to paper
6	Experiments with ways to create shapes. Printing with vegetables	Choose a vegetable Choose a paint Print with vegetable and paint	experiment print shape/s	Printing	That an object can leave a print when placed in paint The print can make different shapes and patterns

Week	Understanding the world: The World, Technology and People and Communities 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1 st week back 5 th -7 th January – Settling in					
1	Completes a simple program on electronic devices. Purple-Mash – 2Paint – Granny’s House	To complete a program.	Program Complete Start Finish <i>Paint</i> <i>Tool</i> <i>Thick</i> <i>thin</i>	Select a tool to create an effect.	The paint tool can be changed to be tick or thin. There are different coloured paints. When you select a tool and touch the screen an effect is created.
2	Talks about why things happen and how things work. Science experiment - Why did the house made of bricks not blow down?	To know why certain materials are used for certain purposes.	materials use purpose strong	Investigating	Bricks are strong and waterproof.
3	Talks about why things happen and how things work. Making porridge – looking at change Adding liquids to different foods and look at change.	To know what absorb means.	absorb	Investigating	The starch granules <u>absorb</u> water, disrupting the hydrogen bonds between their chemical components. This causes the granules to swell. Over time, this swelling of starch granules causes the porridge to <u>thicken</u> . This process is starch gelatinisation; for oat starch, it kicks off when the <u>temperature</u> reaches around 60°C.
4	Developing an understanding of growth, decay and changes over time. Winter walk – signs of winter	To name signs of Winter.	winter Bare cold/er darker	Exploring	To know that the Winter-time is in the months of December, January and February.

5	<p>Completes a simple program on electronic devices. Purple-Mash – 2Paint = Gingerbread Man</p>	To complete a program.	<p>Program Complete Start Finish <i>Paint</i> <i>Tool</i> <i>Thick</i> <i>thin</i></p>	Select a tool to create an effect.	The paint tool can be changed to be tick or thin. There are different coloured paints. When you select a tool and touch the screen an effect is created.
6	<p>Developing an understanding of growth, decay and changes over time. Life-cycle of turnip and other root vegetable – plant in school garden</p>	To know the life-cycle of a root vegetable.	<p>seed stem roots leaves</p>	Planting a seed.	<p>A seed is the part of a seed plant which can grow into a new plant When the seed is ready to develop, it needs water, air and warmth but not sunlight to become a seedling. Seeds carry the food that helps the new plant begin to grow.</p>

Week	Physical Development 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1 st week back 5 th -7 th January – Settling in					
1	<p>Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots Putting on gloves independently and continue to develop skill for pulling up zip on coat.</p>	<p>Spread your fingers on your hand. Slip each finger into the finger holes of the glove one at a time.</p>	spread slip	Dressing independently	Parts of body – hand, finger
2	<p>Manipulates a range of tools and equipment in one hand. Sand and water with pretend bricks and tools in sand pit (pretend to build house).</p>	<p>Place a brick on the ground. Place the next brick next to the brick or on top of the brick. Keep placing the bricks until you have made a wall with no gaps.</p>	next to on top of	Gross motor skills	Positional language
3	<p>Can balance on one foot momentarily, shifting body weight to improve stability. Hopscotch – EY garden</p>	<p>Maintain balance and control of the body while moving.</p>	balance control	Gross motor skills	<p>To play hopscotch, children need to be able to move one side of their body while keeping the other side still; balance on one foot; remain balanced while bending over and coming back up; and to determine their correct hopping pathway.</p>
4	<p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. Bottom play-ground - assessment</p>	<p>Maintain balance and control of the body while moving.</p>	balance control	Gross motor skills	<p>Slides: Climbing ladders or steps up to the slide helps children learn to start balancing and shifting their</p>

					weight, while also working on balance and control. Climbing features: Climbing features strengthen arms, legs, fingers and the upper body. They offer a great way to work on balance, coordination of extremities and sequencing of which hand or foot moves next.
5	<p>Manipulates a range of tools and equipment in one hand – scissors</p> <p>Make a Chinese lantern – for next week’s celebrations</p>	<p>Understand which fingers go in which loops of the scissors handles.</p> <p>Keep your thumb facing up</p>	<p>loop</p> <p>handle</p> <p>thumb</p>	Fine motor skills	<p>Development of a preferred and an assistant hand. Cutting involves each hand doing different tasks that require practice. The preferred hand uses the scissors and the other hand turns the paper.</p>
6	<p>Manipulates a range of tools and equipment in one hand.</p> <p>Tapping golf tees in to root vegetables such as turnips</p>	<p>To hold the tool in one hand.</p>	<p>tool</p> <p>hand</p>	Fine motor skills	<p>Develops hand-eye coordination, strengthens their hands which is especially important for writing later on, it teaches them the importance of safety and following rules and it helps to develop their persistence as they learn to master the skill.</p>

Week	PSED 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills/British Values 	Key Knowledge 
1 st week back 5 th -7 th January – Settling in					
1	Shows their confidence and self-esteem through trying new things. Dreams and Goals Jigsaw 1 - Challenge	To understand what a challenge means. Link to 'New Year Resolutions'	challenge try persevere	We know that we are all special.	We have to keep trying when something is new to learn the skill.
2	Shows their confidence and self-esteem through trying new things. Dreams and Goals Jigsaw 2 - Never Giving Up	To know that you can keep trying until you can do something.	challenge try persevere	We know that we are all special.	We have to keep trying when something is new to learn the skill.
3	Shows their confidence and self-esteem through trying new things. Dreams and Goals Jigsaw 3 - Setting a goal	To know how to set a goal and work towards it.	challenge try persevere	We know that we are all special.	We have to keep trying when something is new to learn the skill.
4	Shows empathy and concern for people. Dreams and Goals Jigsaw 4 – Obstacles and Support	To know some kind words to encourage people with.	friendship	We treat everybody equally.	What friendship means.
5	Knows their preferences and interests and is becoming aware of their unique abilities. Dreams and Goals Jigsaw 5 – Flight to the Future	To start to think about the jobs you might like to do when you are older.	challenge try persevere	We know that we are all special.	We have to keep trying when something is new to learn the skill.
6	Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings. Dreams and Goals Jigsaw 6 – Footprint Awards	To feel proud when you achieve a goal.	proud pride	We know that we are all special.	What a feeling/emotion is.

Week	Mathematics 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1 st week back 5 th -7 th January – Settling in					
1	Pairing one item with one count word Read a specific counting book such as: 	Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 (ordinality) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).	match one object number total	When children can count to 5 by rote, then they are ready to start practising 1 to 1 correspondence. The big skill that children need before they can effectively attempt 1 to 1 correspondence, is the ability to rote count. One to One Correspondence is counting accurately. It is understanding that one number in a sequence goes with each thing that you are counting. Each is worth the same – one	One to One Correspondence is the counting and quantity principle referring to the understanding that each object in a group can be counted once and only once. It is useful in the early stages for children to actually tag or touch each item being counted and to move it out of the way as it is counted.
2	Pairing one item with one count word Count taps on a tambourine, triangle, drum etc.				
3	Pairing one item with one count word Counting cubes to create 'number-blocks'.				
4	Pairing one item with one count word Count every-day objects – leaves etc. Responds to and uses language of position and direction Put it in the pot – adult-led activity				
5	Pairing one item with one count word Move objects into a line – IWB = objects in random array (It is far easier for children to put them in a line, at least when they start out. Put them in a line, and then slowly count from one end of the line to the other).				
6	Pairing one item with one count word Counting arrays in a circle circle-times and in play 				

	<p>(This is more unusual. The big problem with this is counting round the circle and not remembering to stop and just carrying on counting again. The big thing with this is make a clear decision where to start and try to remember this.)</p>			<p>Counting moving objects</p> <p>Counting actions</p> <p>Counting sounds</p>	
--	--	--	--	---	--