



Nursery - Spring 1- Theme: Traditional Tales

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. We will be asked number problems such as "How many eyes would 2 gingerbread men need? Can you get the correct amount of buttons?"

We will be learning games requiring a die and moving a playing piece. After some time working on this with an adult, we will learn to play these games independently.

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 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 'Celebrating Difference'.

We will be learning 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?'

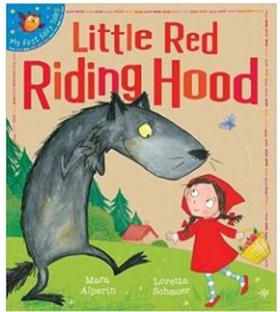
Being imaginative: We will be given the resources to create the three little pig's houses. We will mix red and white together to create pink to paint the pigs. We will create a flap-style Gingerbread house in 'The Gingerbread Man' week.

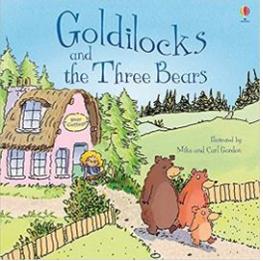
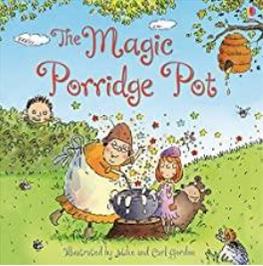
Understanding the World

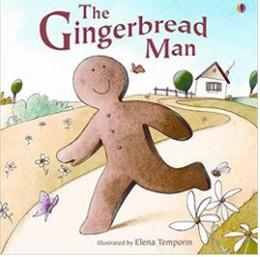
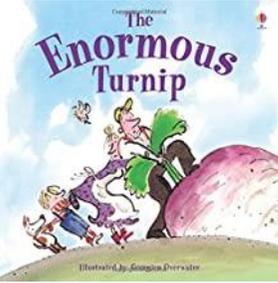
The world: We will be talking about why the bricks did not fall down in 'The Three Little Pigs' story. We will be making porridge, tasting it and talking about how it changes when milk is added to the oats.

People and Communities: We will be sharing our experiences of the Christmas break. We will be learning about 'Chinese New Year'.

Technology: We will learn how to use a remote-controlled toy called the 'Beebot'.

	<h1 style="text-align: center;">Traditional Tales</h1>	English / Maths 	New Vocabulary 	CLL 	PSED  Personal, Social, Emotional Development	UW 	PD 	CD 
1	Little Red Riding Hood 	<u>Reading</u> <i>Listens to stories with increasing attention and recall.</i> <u>Maths</u> Recites numbers in order to 10 – link to counting around the circle (star of the Day)	Feeling – frightened, terrified and startled	<i>Speaking one-to-one with adult about their Christmas break.</i> <i>Uses talk to recall and relive past experiences.</i>	Sharing experiences of Christmas break. <i>Communicate freely about own home and community.</i> Jigsaw Celebrating Difference Lesson 1	Sharing experiences of Christmas break. <i>Remembers and talks about significant events in their own experience.</i>	On arrival in mornings – Practise pre-writing shapes.	Little Red Riding Hood – forest collage using different textures. <i>Experiments to create different textures.</i>
2	The Three Little Pigs 	<u>Writing</u> Drawing the three little pigs. <i>Sometimes gives meaning to marks as they draw</i> <u>Maths</u> Focus on the number 3	Asking – squealed, snarled and screamed	Listening and Attention <i>Joins in with repeated refrains and anticipates key events and phrases in stories.</i>	Circle – How do you think the pigs felt? Relate to last week's Grandma Fantastic vocabulary. What does the wolf need to learn from what has happened? <i>Knows that some actions and words can hurt others' feelings.</i>	Why did the house made of bricks not blow down? <i>Talks about why things happen.</i>	Sand and water with pretend bricks and tools in sand pit (pretend to build house) <i>Handles tools, objects, construction and malleable materials safely and with increasing control.</i>	Little Pig House – house collage (straw, sticks or printing bricks) Colour mixing – red and white

					Jigsaw Celebrating Difference Lesson 2			
3	<p>Goldilocks and the Three Bears/Chinese New Year</p> 	<p><u>Reading - Phonics</u></p> <p><i>Shows awareness of rhyme. Bear - chair</i></p> <p><u>Maths</u></p> <p>Categorising according to size – small to big – bowls of the three bears for example</p>	<p>Tasting – delicious, scrumptious and tempting</p>	<p>Changes to porridge</p> <p><i>Questions why things happen and gives explanations.</i></p>	<p>Circle – How do you think baby bear felt when he saw his broken chair?</p> <p><i>Knows that some actions and words can hurt others' feelings.</i></p> <p>Jigsaw Celebrating Difference Lesson 3</p>	<p>Making porridge – looking at change</p> <p>Adding liquids to different foods and look at change.</p>	<p>Create a card to cheer baby bear up!</p> <p>Name writing</p> <p><i>Can copy some letters, e.g. letters from their name.</i></p>	<p>Singing - 'When Goldilocks went to the house of the bears, what did her blue eyes see?'</p>
4	<p>The Magic Porridge Pot</p> 	<p><u>Reading</u></p> <p><i>Shows awareness of rhyme – assessment</i></p> <p><u>Maths</u></p> <p>2 10 frames joined together, 2 characters (lady and girl from doll's house set), 2 pots and die. Roll the die and move number of spaces. Who can get to the pot first?</p>	<p>Checking (hear) – bubbling, boiling and simmering</p>	<p>Put it in the pot – adult-led activity</p> <p><i>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</i></p>	<p>Introduce 'Signs For Feelings' – signs for happy, sad, angry, disappointed, scared and excited</p> <p>Talk about strategies that can be used to manage anger.</p> <p>Jigsaw Celebrating Difference Lesson 4</p>	<p>Winter walk – signs of winter</p> <p><i>Developing an understanding of growth, decay and changes over time.</i></p>	<p>Hopscotch – EY garden</p> <p><i>Can stand momentarily on one foot when shown.</i></p>	<p>Painting using different textures such as porridge in paint etc.</p> <p>Printing using wintery colours purple, blues, white etc - cups, lego, sponges, cars</p>
5	<p>The Gingerbread Man/Winter in the Park week</p>	<p><u>Reading - Phonics</u></p> <p><i>Shows awareness of rhyme (man, ran, can).</i></p>	<p>Action – raced, dashed and sprinted</p>	<p>The Gingerbread Man story =</p> <p><i>Listens to stories with increasing</i></p>	<p>Adult-led activity = Play a game in a group such as snakes and ladders</p>	<p>Remote controlled cars/Bee-Bots – adult-led activity (forest Bee-Bot)</p>	<p>Hopscotch – EY garden</p> <p><i>Can stand momentarily on</i></p>	<p>Creating a gingerbread house (flap book page design)</p>

		<p><u>Maths</u></p> <p>Shows an interest in number problems. How many eyes would 2 gingerbread men need? Can you get the correct amount of buttons?</p>		<p>attention and recall.</p>	<p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Jigsaw Celebrating Difference Lesson 5</p>	<p>mat – link to story setting)</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>one foot when shown.</p> <p>Skipping with hoops</p>	
6	<p>The Enormous Turnip/Chinese New Year</p> 	<p><u>Writing</u></p> <p>Pre-writing shapes and cursive name writing if ready</p> <p><u>Maths</u></p> <p>Recites numbers in order to 10 – counting to 10 in a variety of ways</p>	<p>Thinking – plan, suggestion and idea</p>	<p>Circles – focus on because (every day)</p> <p>I like red because... I like the number 4 because...</p>	<p>EY garden – turnip in soil (link to story)</p> <p>Can play in a group, extending and elaborating play ideas</p> <p>Jigsaw Celebrating Difference Lesson 6</p>	<p>Life-cycle of turnip and other root vegetable – plant in school garden</p>	<p>Make a Chinese lantern</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p>	<p>Printing with vegetables</p>