

Brownlow Fold Primary School



Nursery: Curriculum Information Spring Term

Please keep this booklet for future reference.

On the following pages we have provided a summary of the teaching coverage so that you are aware of what your child will be learning during this term.

The curriculum map outlines how the Early Years curriculum is planned out to fit the needs of your child through the Spring Term.

Any questions regarding the curriculum should be discussed with your child's class teacher.

Miss Morris
Class Teacher

Tapestry: Please ensure you are logging into Tapestry to keep up to date with your child's learning. It is important for us that you can see and share your child's learning experiences with them. You can also add and share anything you do at home with your child for us to see in Nursery.

Reading: Please take time to read your child's weekly library book with them. The children love to read with us in Nursery and it is important for them to share this with you at home. Please continue to bring them in **every Tuesday** so we can swap it for a new book.

Key Texts for Spring 1	Key Texts for Spring 2
▪ Brown Bear, Brown Bear, What Do You See? ▪ Polar Bear, Polar Bear, What Do You Hear? ▪ We're Going on a Bear Hunt ▪ Farmyard Hullabaloo ▪ Dear Zoo ▪ The Tiger Who Came to Tea	▪ The Three Little Pigs ▪ Goldilocks and the Three Bears ▪ The Three Billy Goats Gruff ▪ The Little Red Hen ▪ The Gingerbread Man



Curriculum Map for the Spring Term

Area Of Learning	Coverage
Communication and Language	Communication and Language is paramount to the Early Years Curriculum. It is important that children are engaging in daily conversations, learning new vocabulary and experiencing a language-rich environment (both in school and at home). Our focus this term is 'oracy' where we will be supporting children's communication and interaction skills. We will focus on commenting on and narrating children's play to support their language development. This term, children will enjoy listening to and retelling stories about animals. They will join in with more confidence, answer questions and use a wider range of vocabulary linked to our theme of animals. Later in the term, children will enjoy listening to longer stories and retelling tradition tales. They will be confident in recalling these stories and joining in with repeated phrases and story language. The children will be able to answer questions linked to the characters in the stories and using their developing vocabulary to speak in longer sentences and have conversations with teachers and peers. We will continue to use WellComm to assess and support children with their next steps to support and further develop children's communication and language skills.
Personal Social and Emotional Development	Children's personal, social and emotional development is crucial for children to lead healthy and happy lives. This term, children will continue to learn about and manage their emotions, whilst beginning to understand how others are feeling. Children will begin to solve problems and conflicts with their peers. Children will have developed stronger friendships so will be encouraged to be more cooperatively in their play with guidance and support. Adults will support children to manage their emotions and develop a positive sense of self, set themselves simple goals and have confidence in their own abilities. Children will continue to grow in independence being able to dress themselves and manage their self-care.
Physical Development	This term we will focusing on continuing to develop our fine and gross motor skills in a variety of ways through indoor and outdoor provision. The children will build confidence in looking after their own health through our daily tooth brushing and by making healthy food choices. We will continue to develop our movement and skills by moving with increased confidence when running, jumping, climbing and balancing. The children will be more confident when using a range of equipment both indoors and outdoors. We will focus on develop those finer motor skills such as confidently using scissors and using tools with more of a purpose. The children will build more confidence in those independent skills such as <u>zipping up coats</u> and <u>doing buttons</u>.
Literacy	It is crucial for children to develop a life-long love of reading. We will be sharing our key texts where we will use our communication skills to talk about what we have read. We will use props to retell traditional tales and have extended conversations about these stories. This term, we will begin to name parts of a books such as front cover and blurb. The children will enjoy handling books carefully in our reading corner as they continue to develop reading for pleasure, including understanding how we read (from left to right). The children will develop their phonological awareness by listening to words carefully and understanding the breakdown of words into syllables. The children will also begin to recognise and suggest rhymes to support their phonological awareness. We will send reading books home weekly for you to share with your children. Please support your child at home by reading stories with them daily. Parents will be invited into nursery every Thursday for a shared reading session with their children.
Mathematics	Developing a strong grounding in number and mathematical concepts is essential so that all children develop the necessary building blocks to excel mathematically, and problem solve. Teachers model skills and concepts and plan the environment carefully to capture the children's natural curiosity. This term, children will continue to practice subitising (recognising amounts without counting). They will begin to label numbers and count with increasing confidence. The children will practice accurately counting amounts (focusing on 1-1 correspondence) and know the last number counted is the amount in a collection. We will also look at comparing and sorting collections using mathematical vocabulary. We will explore position and routes linking to our story of We're Going on a Bear Hunt.

Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. The children will develop their confidence in talking about the natural world using new vocabulary. Children will explore the season of winter, noticing and talking about changes in our natural world and environment. They will learn about lots of different animals and their environments. Later in the term, we will learn about ‘people who help us’. We will begin with looking at who immediately helps us at home and at school and then in the community. The children will learn about how we use technology, including healthy amounts of screen time and how to use devices safely in an age-appropriate way. We will look at celebrations such as Eid and begin to share our experiences with our peers.									
Expressive Arts and Design	This term, we will be learning about the artist Wassily Kandinsky looking at colours, shapes and patterns. The children will use paint and collage materials to create their own inspired artwork. Children will have increased opportunity to explore songs and sounds linking to our theme of animals. The children will use role play, puppets and small world play to retell traditional tales. They will create artwork linked to characters and stories by exploring textures, colours and materials. The children will begin to draw with increasing control and complexity using tools and skills more confidently.									
Growth Mindset Instilling a Growth Mindset ensures that children are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements	In EYFS, we explore how we all learn in different ways and how this can be empowering for the children. We follow our Characteristics of Effective Teaching and Learning model using familiar characters from some of our favourite stories. <table><tr><th><i>Playing and Exploring</i></th><th><i>Creating and Thinking Critically</i></th><th><i>Active Learning</i></th></tr><tr><td><i>I am learning like the Gruffalo</i> </td><td><i>I am learning like a Red Riding Hood</i> </td><td><i>I am learning like the Hungry Caterpillar</i> </td></tr><tr><td><i>I love to play and explore</i> <i>I am an explorer</i> <i>I am an independent learner</i></td><td><i>I create and think critically</i> <i>I am a problem solver</i> <i>I ask questions</i> <i>I think and plan carefully</i></td><td><i>I am an active learner</i> <i>I persevere</i> <i>I take pride in my work</i></td></tr></table>	<i>Playing and Exploring</i>	<i>Creating and Thinking Critically</i>	<i>Active Learning</i>	<i>I am learning like the Gruffalo</i> 	<i>I am learning like a Red Riding Hood</i> 	<i>I am learning like the Hungry Caterpillar</i> 	<i>I love to play and explore</i> <i>I am an explorer</i> <i>I am an independent learner</i>	<i>I create and think critically</i> <i>I am a problem solver</i> <i>I ask questions</i> <i>I think and plan carefully</i>	<i>I am an active learner</i> <i>I persevere</i> <i>I take pride in my work</i>
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