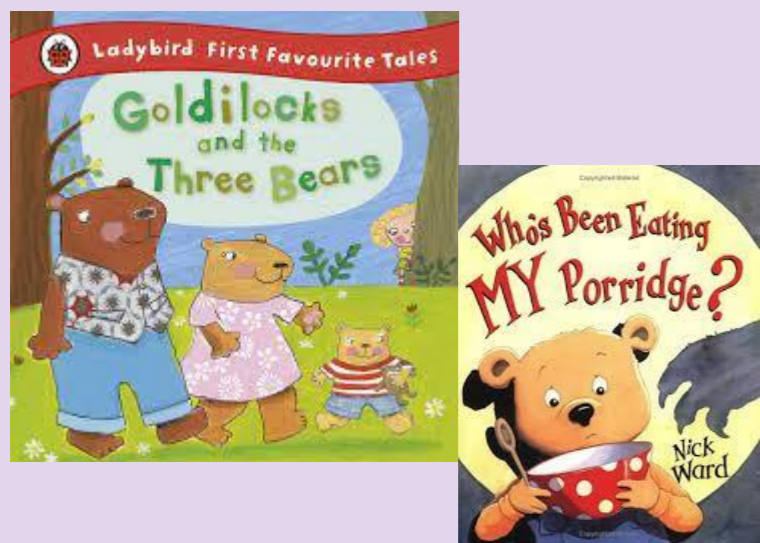




Nursery Topic Web-Spring 1 Terrific Tales!

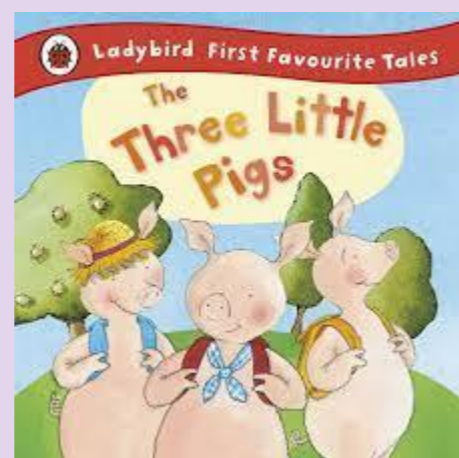
6 weeks

Key Books this term:



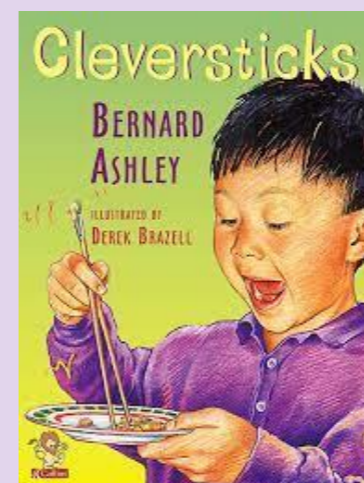
Who are the characters in the story?
What happens first, then, last?
Who eats the porridge, breaks the chair and sleeps in the bed?
Who is this?
What happened here?
What did the bears make for breakfast?
Can you tell me about Daddy/Mommy/Baby Bear/Goldilocks? What does he/she look like?
How does...feel?
Is it safe to go into a stranger's house?

Vocabulary:
Goldilocks, Bears, Daddy, Mommy, Baby bear, big, large, medium, small, little, bowl, chair, bed, porridge, forest, cottage, broken



Who are the characters in the story?
What happens first, then, last?
What do the three little pigs build?
What materials do the pigs build their houses out of?
Which houses fell down? Why?
Which house does not fall? Why?
What does the wolf want?
What would you build a house out of?
Why?

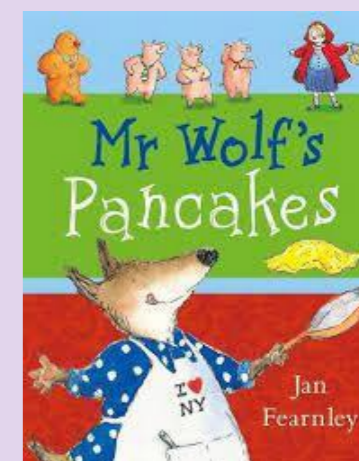
Vocabulary:
Pig, wolf, little, house, straw, sticks, bricks, materials, strong, weak, build, chimney, huff, puff, blow, pot



Do you celebrate Chinese New Year?
How do people celebrate Chinese New Year?
It is the year of the...?
What are chopsticks?
Have you used chopsticks before?
Can you have a try at using chopsticks?
Why was Ling Sung sad?
What special thing could Ling Sung do?
What special thing can you do?

Vocabulary:
Celebration, Chinese, New Year, fortune, money wallet, dragon, chopsticks, lantern, noodles

Shrove Tuesday, pancake, Lent, Christian, Easter, ingredients, flour, eggs, milk, topping



What is Pancake Tuesday?
What do people eat on Pancake Tuesday? Why?
Do you eat pancakes on Pancake Tuesday?
What do you like on your pancakes?
What did Mr Wolf want to make?
What ingredients did he need?
What did Mr Wolf need help with?
Did anyone help Mr Wolf?
Did Mr Wolf share his pancakes?
What happened first, then, last?



Please upload videos or photos of your child's learning at home onto Class Dojo. We love to see what they have been doing at home.



Personal, Social and Emotional Development:

- Continue to follow our class routines and follow our visual timetable
- Use our 'Choose it. Use it. Put it away' mantra to help us respect our things and to keep our classroom tidy
- Continue to line up and sing our lining up song
- Come into nursery confidently without any support from adults.
- Begin find solutions to conflicts and ask a grown up for help if necessary. Learn to say, 'Stop, I don't like that.'
- Begin to understand how others might be feeling by looking at their facial expressions.
- Begin to follow rules more independently and understand why they are important.
- Become more accepting of the need to share and turn take. (Continue using the sand timer with less support from adults)
- Use taught strategies and our calm area to help with at self-regulation. Know when to come for an adult for help.
- Develop a sense of responsibility. The children will have independent snack and will follow our snack routine carefully and understand the importance of this.

Physical Development:

- Continue to develop self help skills including washing hands, wiping noses and putting on coats and shoes. Fastening zips



Please help your child by ensuring they have NO LACES or BUCKLES on their shoes. They must be able to put their shoes on independently.



- Continue following Squiggle whilst you Wiggle to develop pre writing skills and to develop gross motor skills. Focus handwriting patterns:



Move 3 – Circles
Move 4 – The hump
Move 5 – Under the hump



- Daily Dough Disco: Continue to learn simple but fun exercises to strengthen hand and finger muscles
- Finger Gym: Children will do daily activities available throughout the provision to strengthen hand and finger muscles. E.g. Using tongs to pick up and transfer peas
- Write in different mediums: Cornflour, paint, shaving foam, mud
- Learn to form some letters in their name
- Learn about keeping fit and healthy
- Play ring games and parachute games. Take part in short yoga sessions, join in with action songs and games to improve co-ordination and control.
- Weekly P.E: Focus – balance and movement skills, ball skills. boundaries and spatial awareness
- Scissor skills: Children will practise using scissors to make snips in paper, cut along lines and cut around large and small shapes.

Communication and Language:

- Listen to longer stories and talk about what has happened.
- Take a library book home each week to share and talk about with members of their family.
- Sit and listen, making relevant comments.
- Answer who, what and why questions.
- Keep play going by responding appropriately with relevant questions, comments and answers and encourage children to use longer sentences.
- Expose children to new language through high quality interactions, books, rhymes and songs.
- Encourage the children to turn take in a conversation for more than one turn. Adults will model this continuously through play.
- Encourage and model the use of words to make their feelings known instead of making sounds/noises to express themselves. This includes when they disagree over something.
- Children will begin to express their point of view. Adults to ask children's opinions through high quality interactions.
- Daily Little Wandle sessions. (See Little Wandle Phonics on our class page)
- Talk Boost interventions to support those children who need extra support in developing their communication and language skills.

Mathematics:

Cardinality & Counting: Identify representations of 1,2,3.

Learn to subitise to find how many and make own collections of 1,2,3 objects.

Match number names to quantities and numerals.

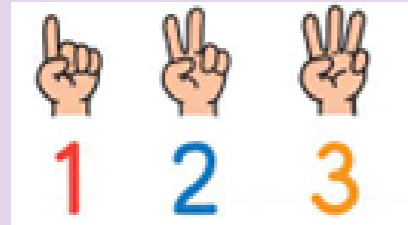
Touch count in different arrangements and recognise the final number is the quantity of the set.

Shape-Circles and triangles

Story of the day votes-comparing amounts

Daily calendar – Time focus

Size-Big, large, medium, small, little



Literacy: Reading & Writing:

Little Wandle 'Foundations for Phonics:

- Tuning into sounds
- Rhyme Time
- Oral Blending
- Foundations for a Love of Reading



See our class page for further information on Little Wandle and how you can support your child at home



- The children will continue learning to recognise their name. Photographs on the children's pegs will be replaced by their name only.
- Children will vote for a story each day.
- Children will continue to learn and recite poems from the Poetry Basket.
- Children will continue to be immersed in stories, rhymes, poems and songs. They will listen to 2 or 3 stories per day and will be able to join in with repeated parts and fill in missing words.
- Children will begin to make predictions about books, begin to understand the structure of stories, talk about some key events and name some characters.
- Children will learn that print has meaning through adults pointing out print in the environment, in books, logos and familiar signs.
- Children will begin to understand that English text is read from top to bottom and left to right.
- Children will learn about parts of a book and page numbers.
- Children will give meaning to the marks they make.
- Children will use marks they can make (letters/pre writing patterns) to create shopping lists, cards, letters, messages etc.
- Children will write some recognisable letters from their name

Library:

The children will bring a new library book home each week and a reading diary to complete together at home. Each child will have a regular 'Book Talk' session with an adult 1:1 to talk about the library book they have read that week.



The Everywhere Bear:

The children will each have a turn at bringing home our class bear and story. This will be in place of a library book. You can send in your 'Adventures of The Everywhere Bear' via class Dojo.

Let your child have plenty of opportunities to get creative at home with chinks, paints, pens and collage. This will help their fine motor skills.



Understanding the world:

Chinese New Year



Shrove Tuesday

Expressive Arts and Design:

- Children will experiment freely with materials to develop their ideas about what do make and best ways to join materials:
We will begin with collage pictures and then use junk materials to create a chair/bed for Baby Bear.
- Children will explore colour, different paints and think about how to create different shades using black and white.
- We will continue to listen to a range of songs, rhymes and poems and perform for others.
- Children will take part in simple pretend play-building narrative into their play and developing their stories.
- Build imaginative and complex small worlds using construction and small world toys.