

## Nursery Spring 1 plan 2020

### Where does Snow go? And We're Going on a bear Hunt

	PRIME AREAS
<b>Personal, social and emotional development</b>	<p>Keeps play going by responding to what others are saying or doing</p> <p>Can play in a group by extending and elaborating play ideas</p> <p>Seeks comfort from familiar adults when needed</p> <p>Shows confidence in asking adults for help.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</p> <p>Tries to help or give comfort when others are distressed</p> <p>Shows understanding and cooperates with some boundaries and routines</p>
<b>Physical development</b>	<p>Begins to use three fingers (tripod grip) to hold writing tools.</p> <p>Imitates drawing simple shapes such as circles and lines</p> <p>Mounts stairs, steps or climbing equipment using alternate feet</p> <p>Uses one handed tools and equipment e.g makes snips in paper with child scissors.</p> <p>Helps with clothing e.g. puts on a hat and unzips zipper on jacket etc</p> <p>Clearly communicates their need for toilet</p> <p>Understands that equipment and tools have to be used safely</p>
<b>Communication and language</b>	<p>Shows interest in play with sounds, songs and rhymes</p> <p>Listens to stories with increasing attention and recall</p> <p>Understands who, what, where in simple questions ( e.g. who's that/can? What's that? Where is?)</p>

	<p>Shows understanding of prepositions such as 'under,' 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Learns new words very rapidly and is able to use them in communicating</p> <p>Uses simple sentences</p> <p>Uses a variety of questions e.g. what? where? who?</p> <p>Beginning to use more complex sentences to link thought e.g. using 'and', 'because'</p>
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	SPECIFIC AREAS
<b>Literacy</b>	<p>Listens to stories with increasing attention and recall</p> <p>Enjoys rhyming and rhythmic activities</p> <p>Shows an interest in illustrations and print in books and print in the environment</p> <p>Distinguishes between the different marks they make</p> <p>Sometimes gives meaning to marks as they draw and paint</p>
<b>Maths</b>	<p>Knows that a group of things changes in quantity when something is added or taken away</p> <p>Recite numbers in order to 10</p> <p>Knows that numbers identify how many objects are in a set</p> <p>Beginning to categorise according to properties such as shape or size</p> <p>Shows awareness of similarities of shapes in the environment.</p>
<b>Understanding the world</b>	<p>Beginning to have their own friends</p> <p>Remembers and talks about significant events in their own experiences</p> <p>Recognises and describes special times or events for family or friends</p>

	<p>Notices detailed features of objects in the environment</p> <p>Talks about why things happen and how things work</p> <p>Can talk about some of the things they have observed</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>
<p><b>Expressive art and design</b></p>	<p>Joins in singing favourite songs</p> <p>Beginning to make believe by pretending</p> <p>Engages in imaginative roleplay based on own first-hand experiences</p> <p>Explores and learns how sounds can be changed</p> <p>Enjoys joining in with dancing and ring games</p> <p>Experiments with blocks, colours and marks</p> <p>Beginning to use representation to communicate, e.g drawing a line saying 'that's me'</p>

### **Communication and language**

Talk about the Christmas things we are thankful for.

Learn new vocabulary linked to our topics.

Use talk to develop roleplay

### **Physical development**

Develop gross motor skills- engage in a pretend snowball fight (or real if we have snow)

Develop fine motor skills; dough disco and wiggle while you squiggle

### **Personal. Social and emotional development**

To develop friendships with one another

Talk about the rules and routines

### **Literacy**

Share non-fiction books about winter and arctic animals

Learn the story 'We're going on a Bear Hunt.'

## **Where does snow go? & We're going on a Bear Hunt**

### **Maths**

Develop accurate counting skills, focus on up to 10 objects

Recognising numbers 1 to 10

Exploring more, less and the same

### **Understanding the world**

Talk about our family experiences at Christmas.

Explore ice.

Learn about arctic animals

### **Expressive arts and design**

Develop roleplay ideas with their peers

Explore clay

Create snowy collages and explore different textures