

PRIME- Personal, Social and Emotional Development
CST Dignity of the Human Person

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
 Develop their sense of responsibility and membership of community. Become more outgoing with unfamiliar people, in the safe context of their setting.
 Show more confidence in new social situations.
 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
 Play with one or more other children, extending and elaborating play ideas.

Activities

- ❖ Extending our friendship groups.
- ❖ Circle Time – Speaking & Listening.
- ❖ Talking about and understanding our feelings and those of our friends and teachers.
- ❖ Tidy up independently.
- ❖ Morning, lunchtime and end of day routines.
- ❖ Class/School rules – Our class is happy when...
- ❖ Play, explore, try new activities and make links through role play.
- ❖ Make a New Year Wish – Make a wishing wand to wish all good year for us all.

PRIME - Communication and Language SPECIFIC Literacy
CST Care for the Common Good

Enjoy listening to longer stories and can remember much of what happens.
 Use a wider range of vocabulary.
 Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing.
 Develop their phonological awareness so that they can; spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother.
 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list.

Activities

- ❖ Update Attainment on entry assessments.
- ❖ Use their language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- ❖ Write own name using correct letter formation/different media - playdough, sand, shaving foam, finger painting, water on blackboard/chalk on the playground.
- ❖ Sound Start Phonics for Letters and Sounds – Phase One
- ❖ Begin to link phonemes to graphemes and orally segment and blend words.
- ❖ Writing Activities linked to books including Whatever Next, The Great Explorer, A super Hero like you, Mae among the stars, Cosmic Machines, The little Polar bear, A little bit of Winter, Fire engine to the rescue, Police car to the rescue.

PRIME - Physical Development
CST Participation

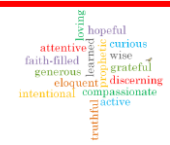
Skip, hop, stand on one leg and hold and pose for a game like musical statues.
 Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use a comfortable grip with good control when holding pens and pencils.
 Be increasingly independent as they get dressed and undressed, for example, putting coats on a doing up zips.

Activities

- ❖ Funky fingers – To develop fine motor skills.
- ❖ Funky Feet – To develop gross motor skills.
- ❖ Learning to negotiate obstacles in the playground.
- ❖ Fundamental skills in PE will include balancing, running, changing direction, jumping, hopping and travelling.
- ❖ Explore malleable materials (Rolling, squeezing, patting)
- ❖ Outside Area – riding scooters, bikes, negotiating spaces, climbing, balancing, throwing and catching a variety of resources.
- ❖ Toileting, respiratory, dental hygiene – Toileting independently, washing hands, talking about morning/ night time routines at home.



NURSERY – Spring 1 2024 'Machines and Me'



SPECIFIC - Expressive Arts and Design
CST Solidarity

Develop their own ideas and the decide which materials to use to express them.
 Join different materials and explore different textures.
 Play instruments with increasing control to express their feelings and ideas. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
 Listen with increased attention to sounds.
 Respond to what they have heard, expressing their thoughts and feelings.

Activities

- ❖ Make a _ is for _ linked to the letter of the week.
- ❖ Act out different scenarios through role play.
- ❖ Chinese New Year crafts, songs and dance linked to Shu Lin's Grandpa, Lanterns and fireworks
- ❖ Design and make vehicles.
- ❖ Songs, rhymes and dance linked to machines and journeys.
- ❖ Explore instruments.

SPECIFIC - Mathematics

Recite numbers past 5.
 Say one number for each item in order: 1,2,3,4,5.
 Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
 Show 'finger numbers' up to 5.
 Link numerals and amounts.
 Experiment with their own symbols and marks as well as numerals
 Compare quantities using language 'more than', 'fewer than'.
 Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round.
 Understand position through words alone with no pointing.
 Describe a familiar route.
 Talk about and identify the patterns around them. For example, stripes on clothes.

Activities

- ❖ Number recognition – Reciting, counting, matching, ordering, one more...
- ❖ Counting songs, shape rhymes.
- ❖ Solve simple problems explaining how they know.
- ❖ Begin to write numbers using a multi-sensory approach.
- ❖ Describing 2d shapes using mathematical language.
- ❖ Talk about patterns in the environment.

The children will continue to have short family group teaching sessions everyday so that they have the opportunity to revise and address loss of learning enabling them to continue to use and transfer their mathematical skills to other areas of the curriculum. Through continuous topic based provision the children will have access to a wide range of activities that will enable them to independently investigate and develop their understanding of number and shape and allow them to reason, explain their thinking and solve problems.

Religious Education - Compassionate and Loving
CST Family and Community Solidarity

Begin to make sense of their own life-story and their family's history.
 Show interest in different occupations.
 Continue to develop positive attitudes about the differences between people especially those in need.
 Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.

Activities

- ❖ Baptism – My name.
- ❖ Share photographs of our special celebrations.
- ❖ Decorate our Christian names.
- ❖ Take part in a Baptism Role play.
- ❖ Attend Whole School Masses.

SPECIFIC - Understanding the World
CST Care for the Common Good, Stewardship

Begin to make sense of their own life-story and their family's history.
 Show interest in different occupations.
 Continue to develop positive attitudes about the differences between people.
 Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. Explore collections of materials with similar and/or different properties.
 Talk about what they see, using a wide vocabulary.
 Explore how things work.

Activities

- ❖ What happens in Winter?
- ❖ Where do Polar bears live?
- ❖ Why do we need water?
- ❖ Exploring ice.
- ❖ To learn about different modes of transportation and who operates them.
- ❖ How they travel to school,
- ❖ To know that adults do a variety of jobs and that they are not all the same.
- ❖ To show an awareness of the emergency services and how they can help us.
- ❖ The local area and natural environments.
- ❖ Finding out about Chinese New Year
- ❖ Celebrating Valentine's Day.
- ❖ Safer Internet day activities.
- ❖ Learn to use a simple computer program.
- ❖ Explore and use technological toys

PRIME - Personal, Social and Emotional Development
CST Family and Community

Develop their sense of responsibility and membership of community.
 Become more outgoing with unfamiliar people, in the safe context of their setting. Increasingly follow rules, understanding why they are important.

Develop appropriate ways of being assertive.
 Talk about their feelings using words like 'happy', 'sad', 'worried' or 'worried'.
 Play with one or more other children, extending and elaborating play ideas.
 Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas.
 See themselves as a valuable individual.
 Manage their own needs.

Activities

- ◆ Extending our friendship groups by initiating conversations and keeping them going by answering and asking questions.
- ◆ Circle Time – Speaking & Listening
- ◆ Talking about and understanding our feelings and those of our friends and teachers.
- ◆ Work together as a team to tidy up encouraging others to join in.
- ◆ Class/School rules – Our class is happy when...
- ◆ Making choices – Asking ourselves... is this a 'reasonable' choice?
- ◆ Play, explore, try new activities and make links through role play.

PRIME - Communication and Language, SPECIFIC Literacy
CST Storytelling

Enjoy listening to longer stories and can remember much of what happens.
 Use a wider range of vocabulary.
 Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing.
 Develop their phonological awareness so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as monkey and mother.
 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list. Write some or all of their names.

Activities

- ◆ Edited and use their language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- ◆ Oral retelling, remembering the sequence of simple stories
- ◆ Write own name using correct letter formation and begin to write letters sitting on the line.
- ◆ Sound! Start Phonics for Letters and Sounds – Phase One
- ◆ Begin to link phonemes to graphemes and orally segment and blend words.
- ◆ Writing captions, labels and labels linked to World Book Day, We're Giving Thanks, Bear Hunt, Postman Bear, Dear Zoo, Where's Spot?

PRIME - Physical Development
CST Participation

Start taking part in some group activities which they make up for themselves or in teams.
 Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.
 Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
 Use one handed tools and equipment, for example, making snips in paper and scissors.
 Start to eat independently and learning how to use a knife and fork.
 Show a preference for a dominant hand.
 Use a comfortable grip with good control when holding pens and pencils.
 Be increasingly independent as they get dressed and undressed, for example, putting coats on a drying up zip. Be increasingly independent in making their own care needs.

Activities

- ◆ Funby fingers – To develop fine motor skills.
- ◆ Funby Foot – Parachute games.
- ◆ Learning to negotiate obstacles in the playground.
- ◆ PE – Movement and dance
- ◆ Explore malleable materials (rolling, squeezing, patting)
- ◆ Outside Area – making scooters, triaxial and balance bikes, negotiating space, climbing, balancing, throwing at a target and catching equipment.



NURSERY – Spring 2
 'Who Lives here?'



SPECIFIC - Expressive Arts and Design
CST Family and Community Solidarity

Develop their own ideas and the knowledge which materials to use to express them.
 Join different materials and explore different textures.
 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
 Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
 Respond to what they have heard, expressing their thoughts and feelings.
 Sing the pitch of a tone sung by another person (pitch match).
 Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Activities

- ◆ Make gnome is for ... weekly linked to the letter of the week.
- ◆ Design and make animal masks/ midds and habitats linked to topic.
- ◆ Design and make a pancake.
- ◆ Make an Easter cross, basket and card. Paint daffodils.
- ◆ Songs, rhymes and dances linked to animals, Spring and Easter.
- ◆ Explore instruments and tap a rhythm to a tune.

SPECIFIC - Mathematics

Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners, straight, flat and round.
 Understand position through words alone with no pointing.
 Make comparisons between objects relating to size, length, weight and capacity.
 Fast recognition of up to 3 objects, without having to count them individually (skittling).
 Say one number for each item in order: 1,2,3,4,5
 Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).
 Show 'finger numbers' up to 5.
 Link numerals and amounts.
 Experiment with their own symbols and marks as well as numerals.

Activities

- ◆ Number recognition – Rolling, counting, matching, ordering, one more, fewer
- ◆ Counting songs, shape rhymes, number bond rhymes
- ◆ Solve simple problems to develop the skill of reasoning and explaining their understanding.
- ◆ Write and order numbers using a multi-sensory approach.
- ◆ Dumbbells and use 2d and 3d shapes using mathematical language.

The children will continue to have short family group teaching sessions everyday as that they have the opportunity to revise previous learning enabling them to continue to use and transfer their mathematical skills to other areas of the curriculum. Through continuous topic based provision the children will have access to a wide range of activities that will able them to independently investigate and develop their understanding of number and shape and allow them to reason, explain their thinking and solve problems.

SPECIFIC - Understanding the World
CST Storytelling, Family and Community

Continue to develop positive attitudes about the differences between people.
 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
 Understand the key features of the life cycle of a plant and animal.
 Begin to understand the need to respect and care for the natural environment and all living things.
 Talk about members of their immediate family and community.
 Name and describe people who are familiar to them.

Activities

- ◆ What happens in Spring?
- ◆ Learn about Shrove Tuesday and Easter.
- ◆ Finding out all about Bear.
- ◆ Learn about the life cycle of frogs, ducks, eggs.
- ◆ Begin to compare different habitats and places.
- ◆ Understand what our senses are and how they help us learn.
- ◆ Use ICT equipment the interactive whiteboard and iPads
- ◆ Explore and use technological toys such as the Robots, tinker, the light box.

Religious Education – Learned and Woe

Activities

- ◆ God's family.
- ◆ Lent – Jesus and His Father.
- ◆ Sunday is a special day.
- ◆ Mary is Jesus Mother.
- ◆ The story of Noah and the Ark.
- ◆ Holy Week – Palm Sunday, Maundy Thursday and Good Friday.
- ◆ Participating in Collective worship.