

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, developing descriptive and comparative vocabulary
- ❖ 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 Resolutions.
- ❖ Toileting, respiratory, dental hygiene – Toileting independently, washing hands, talking about morning/ night time routines at home.
- ❖ Leading prayer

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

- ❖ Participate with parents in a phonics workshop.
- ❖ 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 'Squirrels New Year Resolution', 'Polar Bear', 'Polar Bear' The Emperors Egg, A little bit of Winter, Whatever Next, The Naughty Bus, Mr Grumps boat, 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.
- ❖ Parachute games – develop pivotal joints
- ❖ Yoga – developing core strength
- ❖ Learning to negotiate obstacles in the playground.
- ❖ PE Foundations Unit
- ❖ Explore malleable materials (Rolling, squeezing, patting)
- ❖ Outside Area – riding scooters, bikes, negotiating spaces, climbing, balancing, throwing and catching a variety of resources, transporting objects and water.
- ❖ Large scale construction
- ❖ Role play – Transport inspired play e.g. car wash, garage, drive through, bus/train station

NURSERY – Spring 1 2026: 'Winter' 'Transport' themes

SPECIFIC – Expressive Arts and Design
CST Solidarity Participation

Develop their own ideas and then 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

- ❖ Act out different scenarios through role play.
- ❖ Choose and design clothes linked to Winter Topic
- ❖ Design and make vehicles.
- ❖ Songs, rhymes and dance linked to machines and journeys.
- ❖ Explore instruments.

The children lead their own creative interests using a range of media, supported by the adults in Nursery.

Religious Education
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

- ❖ Blessing/chalking of Doors by Father Mathew
- ❖ Share photographs of our special celebrations.
- ❖ Decorate our Christian names
- ❖ Baptism – My name Take part in a Baptism Role play.
- ❖ Attend Whole School Masses.
- ❖ Help plan class Prayer and Liturgy.

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.
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.
- ❖ Recording and labelling numbers 1, 2, 3, (multi-sensory)
- ❖ Subtilizing numbers to 3
- ❖ Solve simple problems explaining how they know.
- ❖ Use Counting Collections resources.
- ❖ Identifying and describing 2D shapes using mathematical language
- ❖ Comparing 3D shapes and begin to use mathematical language to describe them e.g. flat, curvy, pointy, sharp, rolling
- ❖ Patterns in the environment and exploring own first patterns

The children will continue to have short family group and whole class teaching sessions each week. Through continuous 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.

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/ Penguins live?
- ❖ Why do we need water?
- ❖ Exploring ice and snow
- ❖ 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.
- ❖ Explore and use technological toys