

## Mathematics:

### **Fast recognition to 3/5**

- Using cubes, counters and counting bears to identify how many are on the plate firstly without counting, then to check with a counting finger.

### **Representing numbers on the tens frame**

- Using the tens frame and counting bears to represent numbers 1-5 on the tens frame. Children will see what a tens frame looks like and see how representing numbers 1-5 looks on it. Children can try placing the counting bears in different arrangements. If the tens frame appears too big for the children, the five frame will be used.

### **Adding quantities together**

- Using the song 'How many do you have, how many do you have, let's put them all together, how many do we have?' children will see that bringing two quantities together gives you more.

### **Shapes including 3D**

- Recap the four basic shapes and introduce children to 3D shapes. Sphere and cube. Talk about shape properties using mathematical language. E.g. round, corners, side, faces, 3D, 2D.

### **Patterns**

- Teach children to spot a repeating pattern. Teach children that when they see the repeat of a pattern, they can carry it on.

### **Counting to 10 and counting down from 10**

- Counting objects within 10, one to one correspondence. Showing numbers on their fingers.

### **Adding within 10**

- This term, using bigger numbers and the song 'How many do you have, how many do you have, let's put them all together, how many do we have?' children will see that bringing two quantities together gives you more

### **2D Shapes adding Heart, Oval, Diamond, Star**

- Recap the four basic shapes and their properties. Include additional shapes and talk about their properties and where we might see them.

### **Repeating patterns AAB, ABC**

- Recap how to spot a repeating pattern. Talk about patterns with three objects or AAB styles.

### **Positional language**

- Teach children where the position of teddy is. On top, Under, Next to, Behind, In front of,

## Religious Education

### **Branch 3: Galilee to Jerusalem**

- The three kings – exploring the story of the wise men visiting Jesus, using the star and the three gifts as focus points
- Jesus welcomes little children – teaching children that Jesus welcomes little children just like them. Get children familiar with the story.
- Children learn that Jesus wants us to welcome others just as He welcomes us.
- Exploring how we can help those in need

### **Branch 4: Desert to Garden**

- Recognising lent as a special occasion in the church calendar
- Learning and recalling the greatest commandment
- Learning to care for others.
- Learning about forgiveness in God
- Learning about holy weeks and the events leading up to the death, burial and resurrection of Jesus Christ.

## Understanding of the World

### **Shadows and Reflections**

- We are welcoming new friends and settling in. Back into school routines and rules.

### **Light and Dark**

- God said, let there be light because there was once darkness.

### **Night and Day**

- using the globe to show night and day in different places. Using the moon to represent night and the sun to represent day.

### **Nocturnal animals**

- learning that they are awake during the night and mainly hunt for food.

### **Maths week**

- host of mathematical activities

### **Colours**

- light helps us to see colours. What's your favourite colour? Can you identify colours confidently? Science experiments based on colour.

## Understanding of the World:

### **Where Does Our Food Come From**

#### **Farmers**

- children will explore how some foods start off as tiny seeds planted in the soil and watered to grow.
- Some foods grow quickly like cress and some take longer like potatoes

#### **Deliveries**

- food is then delivered to stores or homes to be bought and consumed

#### **Shopping**

- food is bought from shops. How do shops work?

#### **Cooking**

- children will be able to cook a range of food. E.g. fruit kebab, chips in the oven, pizza

#### **Holy week**

- activities to deepen understanding of the events leading up to the death, burial and resurrection of Jesus Christ.

# Nursery Spring Term

## Shadows and Reflections

## Where Does Our Food Come From?

## Expressive Arts and Design

### **Spring 1**

- Painting – Mixing colours with black and white to make colours lighter and darker
- 3D & Sculpture – creating simple forms of the moon in its different phases using grey playdough
- Mark making and drawing – Draw Owls from observation.
- Printing – using circles and star shapes to print the sun, moon and stars.
- Colour and pattern – understanding symmetry (folding paper)

### **Spring 2**

- Printing – using food e.g. potatoes, apples etc to print on paper
- Mark making and drawing – Draw fruit from observation
- Painting – using different tools and painting on sticks
- Texture and form – collage and layering by making a pizza

## Literacy:

Our set texts support the learning for our overarching topics. They also give opportunities for sequencing, retelling and recalling information from the texts.

### **Spring 1**

- We're going on a bear hunt
- In the beginning
- I want my lights on
- Owl Babies
- Supports our learning on nocturnal animals.
- Noah's Ark
- Elmer

### **Spring 2**

- Oliver's Vegetables
- The Very Hungry Caterpillar
- My Mum
- Supertato
- The Easter Story

## P.E.:

The children will learn to:

### **Dance**

Improve their basic balancing, riding, ball and climbing skills

## PSED:

### **Keeping safe**

- How to be safe inside my safe. What objects are safe to touch and what are not.

### **My body my rules**

- Learning that no one should see my underpants.

### **Feeling poorly**

- Learning that I should only take medicine when I am not feeling well
- People who help us
- Learning about doctors and nurses, police.

## Communication and Language

- Children will gain new vocabulary around the topics for the term.

- Children will engage in conversation around the set texts.

- Children will be given opportunities to share their ideas in small groups during topic carpet sessions, RE sessions and PSED sessions.