












Nursery – Spring 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus texts Maths link		 Lost and Found	 Penguin	 Immi's gift	 Poles apart	 Things I love by Bear	 Peppa's Chinese New Year
Focus Nursery rhyme through Phonics:		Five little Iguanas	Down in the jungle	Oranges and Lemons	Dr Foster went to Gloucester	Rain rain go away	Little Bo Peep
Other stories to share: Maths link		Peck Peck Peck Splish, Splash, Ducky! Brown Bear, Brown Bear, What Do You See? The Emperor's Egg Winter The Snow Thief		Duck in the Truck Cat Up, Cat Down The Emperor's Egg Percy the Post Penguin Seasons Winter is here		Fox's socks Three little bunnies Peenol I love you to the moon and back The Hug The Dragon Painter I love Chinese New Year Love monster	
Vocabulary		Antarctica, weather, snow, ice, iceberg, penguin, beak, flippers, sea, ocean, webbed feet, feathers	Penguin, snow, ice, habitat, food, beak, flippers, sea, ocean, webbed feet,	Igloo, snow, wind, weather,	Arctic, Antarctica, globe, north, south, polar bear, penguin, island	Love, family, friends,	Celebration, golden, colourful, symbols, family,
Communication and Language	Pays attention to more than one thing Joins in with repeated refrains and phrases Follow two step instructions – Get your coat and wait at the door Begin to use new vocabulary Uses longer sentences – 4 to 6 words Uses talk to organise themselves and their play 'Let's go on the bus. You sit there. I'll be the driver.'	Child led: story telling activity. adult to provide story props and puppets  Focus activity; children to use pictures from home to talk about their half term. Focus: settling back into routines	Focus activity; share non fiction books about penguins Child led: provide pictures of penguins, habitats, food for children to cut and stick with. Adult to encourage children to share and explore penguin facts	Focus activity: share pictures of where Immi lives. How is this the same/different to your house? Introduce Igloo, also explore other house pictures Child led: use small world resource to build different homes	Adult led: use a globe to explore Antarctica and the Arctic. Adult to provide a sorting activity. How is the same/different?	Focus activity; talk about someone special to me and who I love	Focus activity: share story of Chinese New Year. Share what they can see. How it is different/same 

Personal Social Emotional Development	Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants						
	Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions						
	Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers						
	Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers						
Physical Development	Gross Motor Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles	Adult led: build an obstacle course for children to negotiate round – model adjusting direction speed.	Adult led: build an obstacle course for children to negotiate round – model adjusting direction speed. Use sand timers to encourage pace	Child led: use resources to create own obstacle course		Adult led: model different ways of moving around obstacles – under/over, on/off	
	Fine motor Begins to use a tripod grip Show a preference for a dominant hand.	Adult focus activity – pasta threading fine motor  Counting and matching – add number cards	adult focus activity: penguin tweezers and pom pom matching  counting and matching	Use natural materials to make a necklace – leaves, feathers etc	Child led: use cotton wool to make a snow tour. How many can you balance? Counting and matching	Adult focus; threading activity 	Child led: Chop sticks and noodles moving and bowls 
	Free access to throughout provision:	pencils, pens, felt tips, gross motor mark making, outdoor provision opportunities, scissors					

Reading	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories recognise words with the same initial sound, such as money and mother Recognises familiar words and signs such as own name, advertising logos and screen icons	GPCs: /i/ as in insect	GPCs: /e/ as in elephant	GPCs: /o/ as in octopus	GPCs: /u/ as in umbrella	GPCs: /ai/ as in train	GPCs: /ee/ as in bee
Writing	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.	Daily Drawing Club Draw the boy – focus on facial features (provide mirrors for children to identify the parts of their faces and then draw)	Daily Drawing Club Draw penguin Adult to label the body parts of a penguin (model language)	Daily Drawing Club Create an igloo	Daily Drawing Club Create an island both the penguins and Polar bears can live on	Daily Drawing Club Provide the children with a heart. Draw the things they love and put meanings to their marks	Daily Drawing Club Create a Chinese Dragon
	Free access to throughout provision:	Name cards, pencils, pens, felt tips, clipboards, paper, envelopes					
Maths – White Roe Maths (small steps)	Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Extend and create ABAB patterns – stick, leaf, stick, leaf. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and	Join in with repeats 1. Join in with repeated actions in songs 2. Join in with repeats in songs and stories 3. Sing some refrains independently 4. Have a sense of daily routines 5. Say what happens next 6. Make arrangements in art		Explore position and space 1. Respond to simple language of position 2. Arrange blocks in a chosen position 3. Select shapes for a space Recognise when 2 objects are the same shape 4. Explore and describe shapes and object 5. Sort shapes and objects into simple categories 6. Look for collections of large and small amounts		Show me 1,2,3 1. Copy fingers to show 1 2. Copy fingers to show 2 3. Copy fingers to show 3 4. Show 1 finger when seeing 1 item in stories 5. Show 2 or 3 fingers when seeing 2 or 3 in stories 6. Show 1, 2, 3 on fingers when asked	
	Free access to throughout provision:	Counters, number tracks 1-5, 5 frames, number fans, daily counting opportunities, number cards					
Understanding the World	The world Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Floating and sinking Adult focus: introduce vocabulary float and sink Child led: explore a range of objects (adult to encourage use of vocabulary) 	Focus activity; share non fiction books about penguins Focus activity: share The Emperor's Egg. Use pictures to recreate the life cycle of a penguin Child led: children to sequence pictures into a life cycle for a penguin	Adult led; snow/ice – allow children to feel and touch talk about what they can see and feel encourage and model vocabulary (If possible add snow/ice to water tray)	Adult led: use a globe to explore Antarctica and the Arctic. Adult to provide a sorting activity		

			 <p>(If possible add snow/ice to water tray)</p>				
	Past and Present Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.						Focus activity: share story of Chinese New Year. Share what they can see. How it is different/same Theme role play area – Chinese New Year
	People, Culture and Communities Begin to make sense of their own life-story and family's history.	Focus activity: share photos from half term. Encourage children to share what they have been up to with their peers.		Focus activity: share pictures of where Immi lives. How is this the same/different to your house? Introduce Igloo, also explore other house pictures Child led: use small world resource to build different homes 		Focus activity: talk about someone special to me and who I love	
Expressive Arts	Creating with Materials Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Daily Drawing club – see writing	Child led; junk modelling resources for children to make their own boat. Different resources to join and connect. (children can test their boat to see if it floats)	Child led: create a penguin 	Child led; junk modelling resources for children to create a home for Immi	Explore chalk to create some winter art 	Child led: provide hearts for children 	Child led: creating Chinese symbols 
	Being Imaginative and Expressive Music Charanga (Happy Talk) Remember and sing entire songs. Create their own songs, or improvise a song around one they know. Sing the melodic shape (moving melody, such as up	Music Lesson 1: Hello Everyone If You're Happy And You Know It All Join In - Demonstration	Music Lesson 2: Hello Everyone If You're Happy And You Know It All Join In - With Instruments Goodbye Bossa	Music lesson 3: Hello Everyone If You're Happy And You Know It Big/Soft Sound Goodbye Bossa	Music Lesson 4: Everybody Say Hello If You're Happy And You Know It Big/Soft Sound and flashcards The Name Song It's Time To Say Goodbye	Music lesson 5: Everybody Say Hello All Join In - With Instruments The Name Song Boogie Woogie It's Time To Say Goodbye	Music Lesson 6: Hello Everyone Everybody Say Hello If You're Happy And You Know It All Join In - With Instruments The Name Song Boogie Woogie Goodbye Bossa