

The Good Shepherd Catholic Primary School



Nursery

Spring Curriculum Newsletter

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Hancy, Mrs Broughton and Mrs Bonner

We give you praise, O God,
for everything that is new and beautiful,
for everything which holds promise and brings us joy.
Bless us as we start this new year with our friends and teachers Help us
to make the most of every chance we have to start afresh. May we
show love to one another and to all.
Amen

SUBJECT	TOPIC INFORMATION	
KEY EXPERIENCES	<p>People who help us</p> <p>Who will help me plant this seed?</p>	<p>This year the Nursery will have some new children starting in January and is now completely full.</p> <p>We begin by exploring ‘People who Help us’ from doctors and nurses to fire fighters and vets. As always there will be role play opportunities which include opticians, hair dressers and Animal hospitals.</p> <p>We will learn about Chinese New Year and explore what and how different cultures and religions celebrate. We will taste new foods and learn the dragon dance.</p> <p>Phonics will start this term, we follow RWInc Nursery Program.</p> <p>After half term we will be learning all about growing our own food, what is healthy and what is not. We will do some planting of our own and become familiar with some classic stories.</p>
RELIGIOUS EDUCATION	<p>Local Church - Community</p> <p>Lent/Easter-Giving</p> <p>Chinese New Year</p>	<p>Know and understand:</p> <ul style="list-style-type: none"> ○ what a celebration is – Explore ○ how the parish family celebrate – Reveal ○ acquire the skills of assimilation celebration and application of the above – Respond <p>Know and understand:</p> <ul style="list-style-type: none"> ○ how and why people gather together – Explore ○ the joy of gathering together to celebrate at Mass – Reveal ○ Acquire the skills of assimilation, celebration and application of the above – Respond <ul style="list-style-type: none"> ○ To understand that different cultures celebrate in different ways. ○ To be able to explore these through role play, small world and dance.
COMMUNICATION AND LANGUAGE	<p>Listening attention and understanding.</p> <p>Speaking</p>	<ul style="list-style-type: none"> ○ Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. ○ Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”. <ul style="list-style-type: none"> ○ Use a wider range of vocabulary. ○ Use longer sentences of four or six words. ○ Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver”.
KEY TEXTS	<p>2 days</p> <p>Week 1</p> <p>Week 2</p> <p>Vocabulary</p> <p>Week 3</p> <p>Week 4</p> <p>Vocabulary</p>	<p>Settling new children into Nursery.</p> <p><u>Occupations</u>, Non-fiction books.</p> <p>Doctors, Dentists, Vets and 999 Emergency.</p> <p>Doctor, nurse, dentist, vet, helping, kind, safe, emergency.</p> <p><u>Animals</u></p> <p>Dear Zoo and Tidy</p> <p>Vet, pet, wild animals, same and different, patterns, size, Zoo, forest, jungle, farm.</p>

	Week 5	Chinese New Year.
	Week 6	
	Vocabulary	New Year, celebrate, dragon, unicorn, legend-Nian, lanterns, fireworks, colours, dance, Emperor.
	Week 1	Healthy Eating.
	Vocabulary	Healthy, unhealthy, food, energy, teeth, toothbrush, grow, fruit, vegetables.
	Week 2	The Little Red Hen.
	Vocabulary	Hen, cat, dog, pig, plant, grow, mill, flour, bake, bread, helping, sharing.
	Week 3	The Enormous Turnip.
	Vocabulary	Big, huge, enormous(Size) plant, grow, help, share family.
	Week 4	Jack and the Beanstalk.
	Vocabulary	Rich, poor, magic, giant, size, golden, climb, castle, once upon a time, happily ever after.
	4 Days	Artist Giuseppe Arcimboldo
	Vocabulary	Artist, fruit and veg, arrange, sculpture, fresh.
Wellcomm Speech and Language CLL		<ul style="list-style-type: none"> ○ Assessment of any new children. ○ Using the vocabulary in the books that are shared. ○ Following instructions.
PERSONAL < SOCIAL AND EMOTIONAL	Self-regulation	<ul style="list-style-type: none"> ○ Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understanding gradually how others might feel.
	Managing Self	<ul style="list-style-type: none"> ○ Increasingly follow rules, understanding why they are important.
	Building relationships	<ul style="list-style-type: none"> ○ Play with one or more other children, extending and elaborating play ideas.
PHYSICAL DEVELOPMENT	Gross motor skills	<ul style="list-style-type: none"> ○ Start taking part in some group activities which they make up for themselves or in teams. ○ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to walk, crawl or run across a plank, depending on its length.
	Fine motor skills	<ul style="list-style-type: none"> ○ Use a comfortable grip with good control when holding pens and pencils. ○ Use one handed tools such as scissors.
	Health and self-care	<ul style="list-style-type: none"> ○ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
LITERACY	Word reading	<ul style="list-style-type: none"> ○ Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. ○ Understand the five key concepts about print:

		<ul style="list-style-type: none"> ○ 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
	Comprehension	<ul style="list-style-type: none"> ○ Ask questions about the book. Make comments and shares their own ideas. ○ Develop play around favourite stories using props.
	Writing	<ul style="list-style-type: none"> ○ Write some or all of their first name. ○ Begin to write initial sounds as captions for drawings. ○ Use some of their print and letter knowledge in early writing such as a pretend shopping list.
MATHS	Number	<ul style="list-style-type: none"> ○ Develop fast recognition of up to 3 objects, without having to count them individually. ○ Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. ○ Know that the last number reached when counting a small set of objects, tells you how many there are in total ('cardinal principle').
	Numerical Patterns	<ul style="list-style-type: none"> ○ Solve real world mathematical problems with numbers up to 5. ○ Compare quantities using language 'more than', 'fewer than'.
	Shape	<ul style="list-style-type: none"> ○ Discuss routines and locations using words like 'in front of' and 'behind'. ○ Make comparisons between objects relating to size, length, weight and capacity. ○ Combine shapes to make bigger ones – an arch, a bigger triangle etc ○ Begin to describe a sequence of events, real or fictional, using words such a 'first', 'then'.
UNDERSTANDING the WORLD	Past and present	<ul style="list-style-type: none"> ○ Begin to make sense of their own life story and family's history.
	People cultures and communities	<ul style="list-style-type: none"> ○ Continue developing positive attitudes about the difference between people. ○ Shows an interest in difference occupations.
	Natural world	<ul style="list-style-type: none"> ○ Plant seeds and care for growing plants. ○ 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 the living things. ○ Forest School weekly sessions.
EAD	Creating with materials	<ul style="list-style-type: none"> ○ Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ○ Draw with complexity and detail, such as representing a face with a circle and including details. ○ Use drawing to represent ideas like movement or loud noises.

	Being imaginative and expressive	<ul style="list-style-type: none"> ○ Listen with increased attention to sounds. ○ Respond to what they have heard, expressing their thoughts and feelings. ○ Remember and sing entire songs. ○ Play instruments with increasing control to express their feelings and ideas.
Heart Smart	Too much Selfie isn't healthy	<ul style="list-style-type: none"> ○ Identify people that you love and care for. ○ Identify family members and friends. ○ Begin to understand the importance of being kind to other people. ○ Begin to understand the importance of being kind to animals.
	Don't Rub It In, Rub it Out (I am a Good Friend)	<ul style="list-style-type: none"> ○ Think about what we like to do with friends. ○ Begin to play co-operative games ○ Continue to explore ways of being kind and being a good friend. ○ Continue to explore how they are feeling.