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.





SUBJECT		TOPIC INFORMATION
KEY EXPERIENCES	People who help us	This year the Nursery will have some new children starting in January and is now completely full. 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. 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. Phonics will start this term, we follow RWInc Nursery Program.
	Who will help me plant this seed?	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.
RELIGIOUS	Local Church -	Know and understand:
EDUCATION	Community Lent/Easter-Giving	 what a celebration is - Explore how the parish family celebrate - Reveal acquire the skills of assimilation celebration and application of the above - Respond
	Chinese New Year	 Know and understand: 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
		 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	Listening attention and understanding.	 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?".
	Speaking	 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	2 days	Settling new children into Nursery.
	Week 1	Occupations, Non-fiction books.
	Week 2	Doctors, Dentists, Vets and 999 Emergency.
	Vocabulary	Doctor, nurse, dentist, vet, helping, kind, safe, emergency.
	Week 3	Animals
	Week 4	Dear Zoo and Tidy
	Vocabulary	Vet, pet, wild animals, same and different, patterns, size, Zoo, forest, jungle, farm.

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	Week 5	Chinese New Year.
	Week 6	
	Vocabulary	New Year, celebrate, dragon, unicorn, legend-Nian, lanterns,
		fireworks, colours, dance, Emperor.
	Week 1	Lealthy Eating
	Vocabulary	Healthy Eating. Healthy, unhealthy, food, energy, teeth, toothbrush, grow, fruit,
	Vocabulai y	vegetables.
		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.
	vocusula, j	
Wellcomm Speech		 Assessment of any new children.
and Language		• Using the vocabulary in the books that are shared.
CLL		 Following instructions.
PERSONAL< SOCIAL	Self-regulation	 Find solutions to conflicts and rivalries. For example,
AND EMOTIONAL		accepting that not everyone can be Spider-Man in the
		game, and suggesting other ideas. Understanding
	Adamasing Colf	gradually how others might feel.
	Managing Self	 Increasingly follow rules, understanding why they are important
	Building relationships	 important. Play with one or more other children, extending and
	Dunuing relationships	elaborating play ideas.
PHYSICAL	Gross motor skills	 Start taking part in some group activities which they
DEVELOPMENT		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	• Use a comfortable grip with good control when holding
		pens and pencils.
		 Use one handed tools such as scissors.
	Health and self-care	 Be increasingly independent as they get dressed and
		undressed, for example, putting coats on and doing up
		zips.
LITERACY	Word reading	 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:
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CATHOLIC ACADEMIES TRUST

Heart Smart	Being imaginative and expressive Too much Selfie isn't healthy	 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. 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)	 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.

