



## Understanding of The World

1	To listen to traditional stories such as Goldilocks and talk about the habitats. <a href="#">(Science Link)</a>
2	
3	Make comparisons between habitats of farm animals and wild animals. <a href="#">(Science Link)</a>
4	Make own habitats using a range of resources. <a href="#">(Science/Art Link)</a>
5	Talk about where food comes from and bake a range of things. <a href="#">(Geography Link)</a>
6	To know that there are different countries in the world and talk about the differences they have experiences or seen in photos, <a href="#">(Geography Link)</a>
7	To learn about Easter. <a href="#">(RE Link)</a>
8	To know that different creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful, wild animals live in forests/jungles /safaris/ zoos or aquariums . <a href="#">(Science Link)</a>
9	
10	

## Key People/Places/Facts

1	Goldilocks	Links to measuring/comparison
2	Big Bad Wolf	Links to character traits and description
3	Three Little Pigs	Links to logical reasoning
4	Little Red Riding Hood	Links to safety in public
5	Farm	Who lives on the farm? How do farms contribute to society
6	Jungle	Who lives in the Jungle? What is the weather like?
7	Under the Sea	Who lives under the sea? What do they eat?
8	Arctic	Who lives in the Arctic? Do plants grow there?
9		
10		

## Big Questions

1	What is your favourite type of weather? Why?	Why do some people celebrate Easter?
2	Where does our food come from?	
3		
4		

## Vocabulary

	Tier 2	Tier 3	
	Furry	Farm	
	Spiky	Safari	
	freezing	Jungle	
	Wild	Arctic	
	Texture	Tales	
	Describe	Easter	
	measure	Habitat	

## Literacy

### Reading:

To talk about sounds they have identified from the BugClub program.

Begin to create simple rhyming strings.

To join in with repetition within stories.

To be able to talk about different parts of the story.

To identify and suggest rhyming words.

### Writing Opportunities:

To be able to mark make and give meaning to their marks.

To begin to form some letters correctly, e.g. letters in their name.

To be able to talk about their marks with confidence.

## PSED

**SKILLS-**To show independence in accessing and exploring the environment.

To independently put on coats and use the toilet.

To listen to, and follow rules set.

To learn to look after resources within the class.

**KNOWLEDGE-**To be aware of the different areas in the Nursery and how to explore them safely.

To approach an adult if they need support.

## Communication & Language

**SKILLS-**To listen to traditional stories and retain key vocabulary.

To be able to talk about the setting, characters and the structure of the story.

To be able to use connectives e.g. Once upon a time and then.

To listen to, and follow simple instructions and respond to questions appropriately.

To talk in short sentences that others can understand.

### **KNOWLEDGE-**

To know that stories have a beginning, middle and an end.

To be able to answer questions related to the story.

To be able to understand two- part instructions, questions and commands.

**Year:2023/2024**  
**Term: Spring 2**  
**Theme: Oinks,**  
**Barks and**  
**Roars.**

## MATHS

### SKILLS

To identify, describe and compare groups of objects.

To develop fast recognition of numbers.

To count up to 10.

To independently create and talk about own patterns using a range of objects and resources.

### KNOWLEDGE

To subitise to 3.

To know number order beyond 5 when counting.

To use the language of more and less to compare amounts.

To know that numbers can be ordered.

To be able to demonstrate through games and role play an understanding of positional language.

## Physical Development

### SKILLS-

To hold the pencil correctly using a tripod grip.

To look at books independently whilst turning pages one at a time.

Using balancing apparatus.

To mark make using a comfortable grip when using pencils and pens.

To sensibly ride scooters and trikes.

### KNOWLEDGE

To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.

To know how to use one handed tools effectively.

To be able to follow a simple sequence of movements to music and rhythm.

## Expressive Arts

### SKILLS

To engage in role play by making stick puppets of different story characters.

(DT/Art Link)

Sing familiar Nursery Rhymes.

(Music Link)

To create closed shapes with continuous lines which represent objects that can be spoken about or identified.

(Art Link)

### KNOWLEDGE

To know about the different materials and what can be created with them.

(Art/DT Link)

To use their knowledge of stories in acting them out with friends.

(Art Link)

Sing songs clearly using correct words that have been learned.

(Music Link)

To know how to create recognisable representations of objects.

(Art Link)

