



Understanding of The World

1	To learn about the natural environment. (Geography Link)	Different types of natural environment around the school.
2	To use senses to explore the world around them. (Geography/ Science Link)	What can we hear, see, touch and smell. Collect items for a natural materials display.
3	Children to talk about significant events in their life. (History Link)	Remember and re-tell in a sequence.
4	To use senses to explore freezing and melting. (Science Link)	In a variety of ways, holding ice, putting in warm water, placing near a radiator, freezing coloured water.
5	Explore the density of different materials. (Science Link)	Floating and sinking, predicting which will float or sink, asking pertinent questions about items.
6	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image (Computing Link)	Recreating a picture of a natural material on Purple Mash.
7	To talk about what they see using new vocabulary with independence. (Science/ Geography Link)	Modelling subject specific language consistently.
8	To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Science/ Geography Link)	Visiting areas around school, discussing why we need to look after it.
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Key People/Places/Facts

1	Sight	What can we see, how do we see
2	Hearing	What do we hear with? What type of sounds can we hear?
3	Touch	How do we feel things?
4	Smell	How do we smell? What type of smells do you like/dislike?
5	Taste	How do we taste? What foods do you like/dislike?
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Big Questions

1	How do we see/hear/smell/taste/touch ?	What happens to ice when it's warm?
2	What do you enjoy eating?	What happens when water gets cold?
3	Which noises make you scared?	

Vocabulary

	Tier 2	Tier 3	
	Delicious	Sight	
	Rough	Smell	
	Sour	Skin	
	Sweet	Tongue	
	Smooth	Taste	
	Loud	Senses	

Literacy

Reading:

- To find and identify familiar letters, e.g. letters in their names.
- To talk about and retell a range of familiar stories
- To know that each letter makes a sound – focussing on sounds in their names.
- To join in with repetition within stories and rhymes
- To be able to talk about different parts of the story.
- To sequence a short story.
- To count or clap syllables in their name.
- To recognise their name in print.

Writing Opportunities:

- To begin to attempt writing familiar letters, e.g letters in their name.
- Adults will consistently model correct formation
- Provision will include, booking forms, alphabet tracing, stencils, letters, postcards, colouring, design sheets, music sheet writing
- Name writing

Phase 1 phonics every morning, letter sounds recognition every afternoon.

PSED

- To learn how to share resources and play in a group.
- To learn to look after resources within the class.
- To listen to, and follow rules set.
- To take turns whilst playing and waiting patiently to have a go.
- To know how to manage their emotions in different situations.
- To know that there are boundaries set.
- To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.
- To know that we must respect our resources and out them back when we have finished with them.
- To know that when playing in a group they need to share and also know that they will get a turn.

Year:2023/2024
Term: Spring 1
Theme: The 5 Senses

Communication & Language

- To learn and talk about our senses.
- To be able to identify the different senses that we use.
- To begin to use a wide range of vocabulary in the correct context.
- To talk in short sentences that others can understand.
- To listen to, and follow simple instructions and respond to questions appropriately.
- To be able to differentiate and categorise objects based on their properties.
- To remember new words I am learning when talking to others.
- To be able to understand simple instructions, questions and commands.

MATHS

SKILLS

- To count out a group of up to 10 objects.
 - To develop fast recognition of numbers.
 - To count up to 10.
 - To show an awareness of how numerals are formed and to experiment with own mathematical mark making.
 - To talk about and explore patterns in the environment
- ### KNOWLEDGE
- To create and repeat simple patterns.
 - To subitise to 3.
 - To know number order beyond 5 when counting.
 - To say number names to 10 in order.
 - To be able to say number names forwards and backwards to 10.
 - To know that each object should only be counted once.

Physical Development

- To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.
- To mark make in sensory trays and also copy different patterns.
- To mark make using a comfortable grip when using pencils and pens.
- To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills
- To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.
- To know that they need to use tools with a dominant hand.
- To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.

Expressive Arts

- To begin to act out different scenarios using props to enhance imaginative play. (Art Link)
- Sing familiar songs or make up own songs. (Music Link)
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (DT Link)
- To learn about different textures and talk about them. (Art Link)
- Feely bag activities with different objects for children to feel and Describe. (Art Link)
- To play instruments with increasing control. (Music Link)
- To know how colours can be mixed to make a new colour. (Art Link)
- To use their imagination to create different works of art. (Art Link)
- For children to be able to construct with a purpose and safely. (DT Link)
- To play instruments to express feelings and ideas. (Music Link)

