



Understanding of The World

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| 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. |
| 3 | Children to talk about significant events in their life. (History Link) | Remember and re-tell in a sequence. |
| 5 | 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. |
| 6 | To talk about what they see using new vocabulary with independence. (Science/ Geography Link) | Modelling subject specific language consistently. |
| 7 | 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. |
| 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. |
| 9 | To make healthy food choices and explore different flavours. | Make healthy snacks and smoothies. |

Key People/Places/Facts

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|----|---------|---|
| 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? |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

Big Questions

| | | |
|---|--|---|
| 1 | How do we see/hear/smell/taste/touch ? | What can we do to look after our environment? |
| 2 | What do you enjoy eating? | |

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. Which noises make you scared?
- To talk about and retell a range of familiar stories
- To know that each letter makes a sound – focusing 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 put 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 talk about and explore patterns in the environment

KNOWLEDGE

- To create and repeat simple patterns.
- 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)

