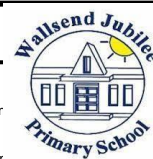


What do we want children to **know** by the end of this block and what do we want children to **know how to do** by the end of this block?



NURSERY SPRING 2

C&L	PD	Phonics	PSED
<p>* listen as part of a whole class with visual support.</p> <p>* I can remember and repeat 3 phonemes/numbers/words/syllables in any order.</p> <p>* I understand instructions involving behind/in front/next to.</p> <p>* I can work out what links objects together.</p> <p>* I link sentences and generally stick to the topic of conversation.</p> <p>* I understand negatives in short sentences. E.g Isn't wearing a jumper ... or hasn't got a hat</p> <ul style="list-style-type: none"> Learn and use new vocabulary in context. Uses a range of tenses. Answers simple why questions such as why do you think the caterpillar got so fat? Anticipate the ending of familiar books. Can say why they prefer one book to another. Can order a sequence of events, talking about first, next, then. 	<p>* Can travel above floor height independently using slow and controlled movements.</p> <ul style="list-style-type: none"> Run at speed negotiating obstacles. Copy adults to move in a variety of ways Skips on the spot Joins in with large movement action songs such as heads shoulders knees and toes Drives tricycles by pedalling. Use large-muscle movements in scribbling to make meaningful marks Digs with spades and trowels Post and thread. Make marks with a variety of writing tools using a three fingered grip, including enclosed spaces. 	<p>* I discriminate between two short phonemes.</p> <p>* I blend a cvc word when the onset is a digraph. Eg sh-ark</p> <p>* I find two words that go together to make a compound word. E.g Foot & Ball or Rain & Bow.</p> <p>* I detect rhyme and match two words from a choice of 3 when the syllable structure is the same.</p>	<p>* I can identify when another child is not being kind.</p> <ul style="list-style-type: none"> Takes responsibility for simple tasks in the settir out fruit taking register up Contributes to class decisions. Understand gradually how others might be feeling Shows increasing confidence in new social situations. Take own coat off and put it on independently Attempts simple fastenings when helping adults with dressing such as velcro shoes, pulling a zip or undoing buttons Imitate a tooth brushing routine Know some of the things we can do to stay healthy Follow very simple rules to stay safe when visiting the wider locality with familiar adults. Accept simple resolutions suggested by adults and move on with play. Increasingly follow rules and can say why they are important. Plays cooperatively with another child for an extended period of time.
EAD	L	M	UTW
<p>* tools to make a range of enclosed spaces.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Experiments with combining malleable materials and loose parts to create simple models .</p> <p>Making Marks (using paint) on a variety of materials, using small scale movements.</p> <p>Creates representations of sounds i.e. mark making to music / scribbling</p> <p>Generate simple stories inspired by props in role play.</p> <p>Create original short stories with small word figures based on their own experience.</p> <p>Join materials using tape and glue.</p> <p>Use simple construction kits with a purpose and describe their models.</p> <p>Look at the work of Andy Goldsworth and recreate own versions of simple representational art using natural materials</p> <p>Sing a rhyme in tune using high and low tones & use voice to make high/low, fast/slow, loud/quiet sounds</p> <p>Explore a wider range of instruments</p> <p>Prepare and cook simple recipes alongside an adult: can add or remove ingredients to make scale balance</p>	<p>* I understand that print has meaning and I pretend to read and write.</p> <ul style="list-style-type: none"> Turns the pages of books from beginning to end, mimicking an adult reading some elements of the story. Remaining engaged from the beginning to the end of longer books. Answer closed questions as the book is being shared. Answer simple why questions about a book. Join in sections of familiar rhymes with all actions. Recognises a few examples of environmental print such as shop logos and food labels. Begins to recognise own name when not associated with a picture, when names are not similar. Make marks with a range of writing tools using a three fingered grip, including enclosed space 	<p>* I play kim's game with a set of 6 similar objects. Process simple positional vocabulary in child initiated play.</p> <ul style="list-style-type: none"> Count within and up to 5 with one to one correspondence Counts sets to 5 knowing how many they have Recites numbers beyond 5 Recognise numerals 1-3 Process and use positional vocabulary accurately in the wider locality. Begins to name 2d shapes Build with 3d shapes, narrating choices with informal descriptions of properties. (pointy, curvy) and some mathematical language (straight, flat, round) Understands the language used to create structures or arrangements (longer, shorter, taller, wider than mine) Process language to fill and empty containers, such as full / empty Describe patterns on resources and in the environment using everyday language such as spotty 	<p>* Begin to take photographs with adult support using an iPad or camera.</p> <ul style="list-style-type: none"> Use a photocopier with adult support to take pic Collect materials for a particular purpose and explain Begin to explore forces (Very Windy) Begin to describe objects and locations in school using words like next to, in front of Talk about what they see, using a wide range of vocabulary Talk about the differences between materials and the changes they notice - (Cooking, melting, light/dark, sink/float shadows) Begin to use resources such as magnifying glass / binoculars to investigate closely Recognise self in baby photographs and relate simple family stories about babyhood. Talks about the differences between people Describe and enact some of the roles of community figures (from summer 2). Celebrate and value cultural, religious and community events and experiences -Easter / Mothers Day. Say what they weather is like and how it has changed Uses a map in pretend play Work alongside adults imitating their actions as they care for living things and narrate a stage at a time the way a growing plant or animal is changing

Which words and phrases do we want children to **know and use** by the end of this block?

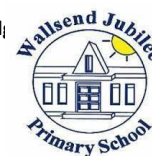
CL	PD	PSED	L	M	UTW	EAD
<p>Brave, safe, dangerous, careful, rules, good for me, toothbrush, toothpaste, gums, sugar bugs, teeth, front, back</p>	<p>Tricycle, pedal, pedalling, Scrimble, over, skip dig, spade, trowel, mud, sand Head, shoulder, toe, pat Post, through, Stamp, march, tiptoe</p>	<p>I (check usage in phrases), what, middle, I'm going to, like, don't like</p> <p>Understand why Feeling, give, share, take turns, angry, scared, I feel, excited, looking forward to, visitor, choice,</p>	<p>Book cover, pretend, logo, label, which one</p> <p>Story Language</p>	<p>Flat, round, spotty, stripy</p> <p>Understands longer, taller, shorter, wider, full, empty, at the top, nothing in</p>	<p>Leaves, trees, flowers, camera, take photo, photograph, photocopier, office, photocopy, magnifying glass, binoculars, different, change, cook, shadows Cooking – scales same, balance</p>	<p>Tape, cello tape, model, made, make, face, eyes, nose, mouth, tap, high, low, castanets, maracas, guiro, cowbell</p>

Which experiences, visits and visitors will we organise to secure children's knowledge?

- Welcoming new Feb starters, revisiting rules & expectations.
- Dough Disco
- Scrimbling / Write Dance
- Planting seeds - edible plants#
- Visit to Seven Stories, the national centre for children's books

Which books will help children secure and think more deeply about the knowledge block?

- [Dear Zoo](#)
- [The Tiger Who Came To Tea](#)
- [The Very Hungry Caterpillar](#)
- Brown bear, brown bear
- Walking through the jungle
- Giraffes can't dance
- The lion inside
- What Pet To Get
- Hairy MacLary
- What the ladybird heard
- What the ladybird heard next
- Superworm
- Snail Trail

**Which strategies are we using to help our most vulnerable children deepen their knowledge this half term?**

- Visual time table and area signs
- Sharing updates with parents on tapestry.
- 1:2:1 working for children with SEND
- Small group Tizzy Time.
- Red List Fridays
- [Monitor for additional Speech & Language Screeners Referrals.](#)
- Use Targets which have been set for those with S&L needs as prompts /modelling in play.

How will we enhance our continuous provision to extend learning through independent enquiry?

- Items which link to chns interests.
- Familiar items in home corner, telephones cooker, microwave, food items
- Variety of mark making items, pen, pencils, chalk, crayons, paints.
- Items of different texture on small world and investigation table
- Natural objects in construction / loose parts.

How can we involve our families in learning?

- Sharing photographs of memories on Tapestry - print for displays in classroom.
- Attending trips.
- Communications Via Tapestry, twitter and School website.
- Coming into school for activity days / to watch nativity performance.
- Parents Evening / Floor Book Look

Which songs and rhymes will we use to cement learning?

- Familiar Nursery Rhymes from song bag
- Wake up shake up songs / dances
- Hello Song & Home Time Song
- Days of The Week song
- Daily Prayer
- Walking Through The Jungle, Incy Wincy Spider, Wiggly Woo,