

## Knowledge and Understanding of the World

This is a good challenge to get children into the habit of hearing lots of questions. They need to be exposed to 'I wonder' and 'What would happen if' questions and to be encouraged to ask their own questions and make their own links. It is also a good challenge to initiate deeper discussion at home and to start to listen to each other's ideas and opinions.

In their lessons, they will learn the following:

- What happens when I am asleep?
- Where are the stars and moon in the day?
- How can we go to the moon?
- What is the moon made of?
- Why do stars twinkle?

**22-36** Has a sense of own immediate family and Learns that they have similarities and differences that connect them to, and distinguish them from, others.

Notices detailed features of objects in their environment. Seeks to acquire basic skills in turning on and operating equipment.

**30-50** Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Knows that information can be retrieved from computers.

## Nursery

### Spring 2 Curriculum Map

Big Learning Question (Theme):  
**What can we see in the sky at night?**

### Links to Our School Values &

#### The British Values?

Pupils will be learning about **Individual Liberty** to give children a positive sense of themselves. They will learn about the values of freedom of choice and difference.

Making choices about how we learn and learning that we all like different things.

### Expressive Art and Design

We will be experimenting with mixing colours and learning to describe colours. We will be making pictures of different animals from our stories using different media.

**Pupils will be learning to:**

22-36 Experiments with blocks, colours and marks.

Beginning to make-believe by pretending.

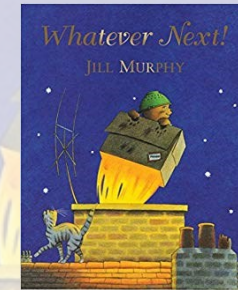
30-50 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

Beginning to be interested in and describe the texture of things.

Engages in imaginative role-play based on own first-hand experiences.

## Literacy

Learning will be based on our Main Text:



**Whatever Next by Jill Murphy**

In Literacy we will be learning to ask questions using, 'What, Where, How and Why?' We will be joining in with the retelling of stories and rhymes.

We will be continuing to practise writing our names and visit the new school library each week.

22-36 Repeats words or phrases from familiar stories.

30-50 Listens to and joins in with stories and poems, one-to-one and also in small groups.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Ascribes meanings to marks that they see in different places.

### Save The Dates



**DAY:** Dome Planetarium

Thursday 10th January 2019.



**FINISH:** PJ Day and making a Star Hat day in school.

Friday 15th February 2019

## Physical Development

### Pupils will be learning to:

**22-36** Use three fingers (tripod grip) to hold writing tools. Begin to be independent in self-care.

**30-50** Draw lines and circles using gross motor movements. Use one-handed tools and equipment, e.g. make snips in paper with child scissors. Dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pull up own trousers, and pull up zipper once it is fastened at the bottom.

## Maths

Pupils will be learning about numbers and shapes through songs and games, in their play and within our environment.

### Pupils will be learning to:

**22-36** Recite some number names in sequence. Create and experiment with symbols and marks representing ideas of number. Notice simple shapes and patterns in pictures. Begin to categorise objects according to properties such as shape or size.

**30-50** Show curiosity about numbers by offering comments or asking questions. Compare two groups of objects, saying when they have the same number. Show interest in shape by sustained construction activity or by talking about shapes or arrangements. Show interest in shapes in the environment.

## PSED

### Health & Wellbeing

#### Overarching aims of this terms theme:

- A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Diversity** and **equality** (in all its forms)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

#### During their lessons, pupils will learn:

- To get to know others
- To recall names
- To recognise similarities and differences between people in the class
- To identify what is special about themselves
- To explore feelings that you may have starting nursery
- To celebrate achievements
- To recognise what children can do
- To set and achieve simple goals
- To recognise qualities of a good friend
- To understand how to recognise and respond to bullying.
- To work with another child
- The importance of keeping clean

## Communication and Language

### Pupils will be learning to:

22-36 Single channelled attention. Can shift to a different task if attention fully obtained –using child's name helps focus.

Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?).

Uses a variety of questions (e.g. what, where, who).

30-50 Listens to stories with increasing attention and recall.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Beginning to understand 'why' and 'how' questions.

Questions why things happen and gives explanations. Asks, e.g. who, what, when, how.