



## Nursery Spring 2a - Owls, Birds in winter and keeping warm

<p><u>In Literacy we will:</u></p> <ul style="list-style-type: none"> <li>• <b>Squiggle</b> - making marks using a variety of tools</li> <li>• <b>Reading:</b> Daily reading of fiction and non fiction to children, engaging them actively in stories, non-fiction, rhymes and poems, and then</li> <li>• <b>Phonics:</b> Phase 1 Aspect 1 and 3.</li> <li>• <b>Planning:</b> Children to choose what goes out on a selection of tables for child's voice. Daily planning and recall at snack time questioning that invites them to elaborate.</li> </ul> <p><u>Key Vocabulary</u> Nursery rhymes, good listening, good looking, good sitting, days of the week, weather.</p>	<p><u>In Communication, Language and Literacy we will:</u></p> <ul style="list-style-type: none"> <li>• <b>SGT</b> Follow adult cues to listen. Know behaviours for successful listening.</li> <li>• <b>Snack Time:</b> Recall a range of simple nursery rhymes.</li> <li>• <b>Review:</b> of the Planning to develop questioning skills. Recall their morning</li> </ul> <p><u>Key Vocabulary</u> Simple nursery rhymes. Stop, look, listen, quiet, talking, who, where, what, why, when, how. Days of the week, weather, how many girls/boys</p>	<p><u>In Physical Development we will:</u></p> <ul style="list-style-type: none"> <li>• <b>Busy fingers:</b> Children continue to follow a daily fine motor rotation to develop certain skills such as cutting, pencil control.</li> <li>• <b>Forest School:</b> Supports children to develop their gross motor skills through core strength, stability, balance, spatial awareness, coordination and agility.</li> <li>• <b>P.E:</b> Weekly P.E sessions in the hall, topic related</li> </ul> <p><u>Key Vocabulary</u> Snip, cut, push/pull, carry, bend, heavy/light, step over, walk, run, jump, hop, steady, slow/fast, controlled.</p>
<p><u>In Personal, Social and Emotional Development we will:</u></p> <p><b>Jigsaw:</b> Goal setting. Support and manage emotions, develop a positive sense of self. Enable children to set themselves simple goals</p> <p><b>How you feeling today:</b> Children to use new words to describe how they feel</p> <p>Learn how to look after their bodies, including healthy eating, and manage personal needs independently. Make good friendships, co-operate and resolve conflicts.</p> <p><b>Developing friendships:</b> Taking turns</p> <p><u>Key Vocabulary</u> Marvellous, terrific, fantastic, excited, grumpy, tired, hungry</p>	<p><u>In Mathematics we will:</u></p> <ul style="list-style-type: none"> <li>• <b>SGT:</b> Two weekly group time opportunities for great depth maths. Subitizing 1-5</li> <li>• <b>Daily counting:</b> Children count daily how many girls/boys in the group. More or less?</li> <li>• <b>Singing:</b> Sing number rhymes to reinforce numbers 1-5</li> <li>• <b>Shape:</b> Reintroduce shape with triangle and rectangle</li> <li>• <b>Outdoor:</b> Maths opportunities from nature counting zone, to questions during play</li> </ul> <p><u>Key Vocabulary</u> how many, more/less/fewer, 1,2,3,4,5, Triangle Rectangle</p>	<p><u>In Understanding the World we will:</u></p> <ul style="list-style-type: none"> <li>• <b>Gardening Club:</b> Children will have weekly hands on gardening sessions. Planting a variety of herbs to hopefully eat.</li> <li>• <b>Cooking Tuesdays.</b> Children will learn how to make sweet and savoury snacks, using our owl theme as the base.</li> <li>• <b>Forest school:</b> children will talk about what they see, using a wide vocabulary.</li> <li>• <b>PSHE:</b> Show interest in different occupations.</li> <li>• <b>Big bird watch</b> 28th Feb, opportunities for children to observe and listen to birds</li> <li>• <b>Chinese new year:</b> Children to learn about the year of the Tiger.</li> <li>• World map to identify hot and cold countries/china</li> </ul> <p><u>Key Vocabulary</u> nature, touch, smell, hear, feel, taste, experience, cook, roll, beat, bake, weigh, tools, plant, herb, eat</p>



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### Expressive Arts and Design we will:

- **Cooking:** Children will be creative with their cooking to make owl snacks either savoury or sweet.
- **Forest School:** The children will learn how to use natural material to make owl/birds in craft sessions.
- **Singing:** songs about birds
- **Story telling:** with props to enhance their story experiences
- **Kandinsky:** This half term our featured artist is Kandinsky stained glass Triangle (3) as focus.

### Key Vocabulary

Leaf, pine cone, manipulate, stick, create,

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

Hoot - number focus  
Wow said the owl - colour focus  
Owls Non Fiction  
Silent owl  
Feathers non fiction  
Keeping warm non fiction  
Owl babies  
Seaguls

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

- Chinese tableware in role play and small world table
- provide creative prop ideas around such as robins
- play dough enhancements -nest, placemats, feathers,

### We will involve our families in our learning by

Open communication via seesaw  
Learning journals sent home weekly for activities to do as a family.

### The strategies to support our most vulnerable learners are

**Interventions** for Maths, Fine motor (scissor) control and PSED. Develop chitter chatter opportunities for quiet ones.

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

No visits this half term  
Go on a litter pick around the school to discuss how it is important to have clean areas for our wildlife.

### Weekly Theme/Topics

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Settling in	Setting in subitizing Number 2 What are owls	subitizing Number 3	subitizing Number 4 How to keep warm What do we need?	subitizing Number 5	Owl babies 3 - triangles kandinsky	Baseline Rectangle 4 Valantines day