

Nursery Curriculum Blog

Spring 1 2024



Dear Parents and Carers,

Happy New Year 2024. I hope you all had a lovely time whatever you were doing during the break. And a very warm welcome to the children and their families who join our nursery this term.

This half term our topic is Teeth and Claws. Using a different book each week we will be exploring some very interesting animals. Some are extinct: dinosaurs, and some from the present day, tigers and crocodiles. We will also look at a fictional character that has some great teeth and claws – The Gruffalo. At the end of this blog are details of online sites that narrate these stories.

Please read through to discover our focus objectives for each area of learning.

Our homework project for this half term is to design a dinosaur model. Details about this are on the last page. There is also some general information about nursery requirements.

If you have any questions or concerns, always feel free to contact me on Dojo or in person at the end of a session.
Ms. L Tyrrell, Nursery Teacher

Personal, Social and Emotional Development

*Self-Regulation
Managing Self*



Building Relationships



PSED is one of the 3 Prime Areas and impacts on all areas of a child's play, development, and learning. This is divided into 3 related areas: Self-Regulation, Managing Self and Building relationships.

This half term we will continue to support and develop each child's personal, social, and emotional development according to their current needs.

Focus objectives to include:

Building Relationships: Extending and elaborating play ideas with other children.

Managing Self: Remember rules without an adult to remind them. Explore appropriate ways of being assertive.

Self-Regulation: Children will be encouraged to explore and talk about their feelings using words like 'happy' and 'angry.'

Communication and Language:

Listening, Attention, Understanding



Speaking



C&L is a prime area and is one of the essential building blocks for all the other areas of development and learning. It is divided into 3 associated areas: Listening, Attention, Understanding, and Speaking.

During group sessions, whole class activities and throughout Continuous Provision (free play) children are encouraged to express their opinions and ideas with adults and with their peers. Participation in such activities, and engagement in role play, stories and rhymes form an essential part of a child's communication and language development.

Focus objectives to include:

Listening, Attention and Understanding: Listening to a range of stories with a focus on our weekly topic book. Children are encouraged respond to questions about the text and listen to others' opinions.

Speaking: Adults will continue to support children to use and develop their communication skills, whilst understanding that they may continue to have problems with irregular tenses such as saying 'runned' for 'ran.'

Physical Development Prime Area

Gross Motor



Fine Motor



PD is a prime area and covers gross and fine motor skills. Gross motor skills involve movements of the arms, torso and legs which support the development of body movements such as running plus abilities such as balancing and coordination. These skills also support the development of fine motor skills that help us make small movements with our wrists and hands. Such as manipulating small parts and using mark making materials to good effect.

Gross motor objectives.

We will continue to support children to continue to develop their gross motor skills: balancing and large muscle movements.

Focus to include:

Week 1: Range of action songs

2: Parachute activities

3: Streamer play

4: Big mark making with chalks

5: Big painting with big paint brushes

6: Trikes obstacle course

Fine motor objectives

Children will continue to be supported to use one-handed tools and equipment. They will be encouraged to use a comfortable grip with good control when holding pencils.

Focus to include:

Week 1: Use a range of different mark making resources to decorate a dinosaur outline.

2: Snipping paper with scissors as part of an activity. Using their hands to shape a Paper Mache dinosaur.

3: Use a butter knife to spread and cut toast.

4: Using small paint brushes to paint stripes.

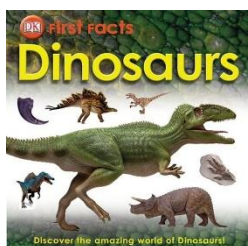
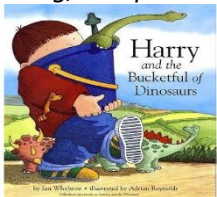
5: Threading ribbons for lanterns.

6: Drawing around shapes using range of mark making materials.

Phonics



Literacy: Word reading Writing, Comprehension



Our phonics sessions are fast paced and fun activities that focus on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting of sounds. These activities are part of our broad and rich language curriculum, linking language with practical experiences. In our provision there are also many opportunities for children to engage with books, mark making and paves the way for a positive start to their reading and writing.

Our daily phonic sessions will be in groups according to the current need of each child. There will continue to be an emphasis on hearing sounds in the environment, rhyming games and songs. For some children, there will be activities to support their hearing initial sounds in words and words that rhyme.

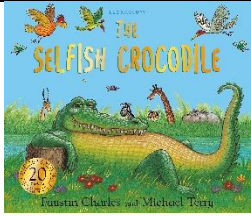
Week 1. Harry and the Bucketful of dinosaurs written by Ian Whybrow.

This story introduces young Harry, who finds a bucket full of dinosaurs. The dinosaurs seem able to communicate with Harry but are toys to the other characters. The other main characters are Mum, Nana, Harry's best friend Charlie and Harry's sister Sam. This is the first of many delightful tales about Harry's and his adventures.

2. Dinosaur first Facts (non-fiction)

A colourful, non-fiction book that introduces children to the exciting world of dinosaurs. It contains lots of illustrations and interesting facts to share with young children.

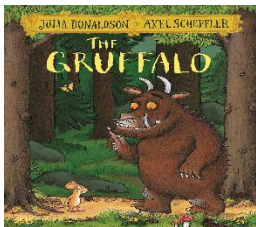
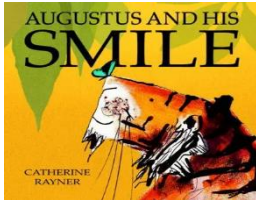
3.The Selfish Crocodile written by Fausin Charles



The Tiger Who Came to Tea



Judith Kerr



All the animals are afraid of the Selfish Crocodile - he never lets them into his river, and he's always so snappy! So, when the Selfish Crocodile finds himself in terrible pain, no one wants to help him - after all, what if he gobbles them up? But, to everyone's surprise, there is one animal in the forest who is willing to help.

4 The Tiger who came to Tea written by Judith Kerr

A classic story that concerns a girl called Sophie, her mother, and a tiger who invites himself to their afternoon tea and consumes all the food and drink they have!

5. Augustus and his Smile written by Catherine Rayner

Augustus the tiger was sad. And he had lost his smile. So, he did a huge tigery stretch and set off to find it. This book has stunning illustrations that celebrate the beauty of the world and the simple happiness it brings us when we open our eyes to it.

6. The Gruffalo written by Julia Donaldson.

This very well-known poem tells the story of a clever mouse taking a walk in the woods and deceiving different predators, including the Gruffalo. A beautifully illustrated rhyming tale that is a delight to read and encourages audience participation too.

Mathematics:

Number

Number patterns

Maths is divided into 2 areas: Number development and Number patterns – which includes shapes and measure.

Number objectives: encourage children to use 'fingers numbers' to 5 and beyond.

Number patterns objectives: Discuss routes and locations using words like 'in front of' and 'behind'.

Focus to include:

Week 1: Counting dinosaurs in the bucket

2: Count the crocodiles' teeth

3: Sorting activities. Practical and on interactive board.

4: Continue as week 3

5: Number patterns: Where is the tiger? (small world model)? *The tiger is 'in front of' the chair, 'behind the book' etc*

6: *As week 5. Create a route/map using a choice of mediums: e.g. draw, blocks, sand*

Understanding the World

People, Cultures and Communities

Past and Present

The Natural World

UW includes People, Culture and Communities, Past and Present, The Natural World.

Objective: Adults will continue to support children to be increasingly aware of the differences between people and to develop an interest in different occupations.

Focus to include:

PCC Week 1: Discuss the festive break.

2: Introduce museums

3: What does a Zookeeper do?

4: An introduction to vets

5: An introduction to the Lunar New Year 2024. Year of the dragon

6: Introduction to Shrove Tuesday: pancake day

PP Week 1: Discuss the festive break

2: Are dinosaurs alive now? (tie in with dinosaur focus)

3: An introduction to flying vehicles: now and in the past.

4: An introduction to trains: now and in the past.

5: Is it always cold outside? Introducing seasons/seasonal changes (tie in with NW wk.5)

6: Do you wear just shorts and sandals to play in the snow? (tie in with NW wk6)

NW Focus to include

Week 1: Exploring dinosaurs

	<p>2: As week. 1 cont.</p> <p>3: An introduction to crocodiles and alligators.</p> <p>4: An introduction to tigers and compare to lions.</p> <p>5: Exploring our winter weather.</p> <p>6: As wk. 5 cont. Weather checks each day.</p>
<p>Expressive Arts and Design: <i>Creating with Materials</i></p> <p><i>Being Imaginative and Expressive</i></p>	<p>Focus objectives: The children will be encouraged to explore varied materials, using their senses to investigate them and use their imagination to consider what they can do with them. Each week there is a different project related to the week's focus book or event.</p> <p>Focus to include:</p> <p>CM Week 1: Decorate a dinosaur</p> <p>2: Create a paper Mache dinosaur</p> <p>3: Toast: spread and cut into 2/4 pieces.</p> <p>4: Create 'tiger stripes' by first mixing coloured paints to create their desired colour.</p> <p>5: Create a Lunar new year lantern using ribbon for hanging, scissors, desired materials (felts, paints, craft pieces) to create their own design.</p> <p>6: Pancake paper crafts; design your own topping.</p> <p>BIE Focus objectives The children will be encouraged to make imaginative and complex 'small worlds' using construction type blocks and materials and to begin to develop complex stories using small world resources.</p> <p>Each week in the nursery's continuous provision, there will be a range of construction resources and small world characters (people, animals, dinosaurs, vehicles for example) for the children to select and use in their play. The children will also experience our weekly yoga, music, and acting sessions.</p>

Ideas to support your child's learning at home linked to our areas of learning this term:

Links for focus books storytelling online:

Harry and the Bucket full of Dinosaurs <https://youtu.be/uWoopkMgLqM?si=8Qnopgcsyikz5UhZ>

Dinosaur First Facts: For younger children, there are many online information videos and sites about dinosaurs.

The Selfish Crocodile: <https://youtu.be/0-NhjFjRZI?si=uyDqaAr1Z4M3gRW>

Augustus and his Smile: <https://youtu.be/3CPIGXh0Ekl?si=WkCtj7nhS0bjoSTP>

The Gruffalo: <https://youtu.be/XEM-iZNguo?si=puhUMxFUbrZx4UYk>

Tapestry: Please log on to your child's online learning journal to follow their development. As so much of a child's learning occurs at home, we value any family experiences and events you choose to upload and share on Tapestry.

Boom Reader: Please remember to log on to Boom reader at least once per week to record your child's shared reading at home. This can be their nursery book or any book from home.

Please return Nursery books/ book bags on a Monday and new books go home on Wednesday.

School uniform/equipment.

Uniform is compulsory in nursery, including black shoes: without laces if possible so your child can become more independent in taking off/putting on their own shoes.

Please send your child in with a small rucksack **each session** containing a change of clothes (the change of clothes does not need to be uniform) and nappies if required. No food or drink in bags.

Lost Property: Please name all items of clothing. Any lost, unnamed items will be put in the lost property basket in the nursery foyer. You are welcome to look here at the end of a session.

Homework Project – Spring 1 Please complete and bring your model in the week beginning 5.2.2024

This half term I would like your child to design and create their own dinosaur. It could be made from junk parts, collage materials, salt dough/air clay, small building bricks. Choose any materials you prefer.

Please chat with your child about their model and record their comments. You could write down what they say or video them. You could take photos of the building process. Please upload it to Tapestry and bring their model to nursery in the **week beginning 5th February.**

Questions to ask could include: How did you make your dinosaur? What did you use? How many legs/horns/wings/teeth does it have? What colour(s) did you use? Does your dinosaur have a name? What would your dinosaur eat? Where would it live?

Have fun making your model.