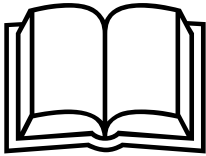




## Deanery C.E. Primary School

### Programme of Work in Nursery SPRING TERM 2016

Communication and  
Language, Literacy



#### Listening and Discussing Stories

- Listening with enjoyment, responding to and making up their own stories, songs, rhymes and poems,
- Show an understanding of the elements of stories eg. main characters.
- The stories and poetry covered this half term relate to our topic **Fairy Tales** and **Traditional Tales** in the second half term. We will have a "dressing up day".

**A. Fairy Tales** - Rapunzel  
Sleeping Beauty  
Snow White  
Cinderella  
Peter Pan  
Beauty and the Beast

**B. Traditional Tales** - Hansel & Gretel  
Goldilocks  
Three Little Pigs  
Jack & the Beanstalk  
Billy Goats Gruff  
Little Red Riding Hood

#### Phonics

Attempting to:

- Hear and say initial and final sounds in words.
- Link sounds to letters.
- Name and sound letters of the alphabet.
- Sounds learnt this term – c k e h r m d
- **Writing**

To attempt to

- Use a pencil and hold it effectively
- Form letters correctly
- Write own name
- Write sentences for different purposes.

To say and use the number names in order, in familiar contexts.

To count reliably up to 10 everyday objects.

Recognise numerals from 1-10.

Use everyday words to describe position, such as under, above.

Begin to relate addition to combining two groups of objects and subtraction to "taking away".









To use developing mathematical ideas and methods to solve practical problems.

Use language such as greater, smaller, heavier, lighter to compare quantities.

To participate in the school's 'Maths Challenge'.

Mathematical activities in Nursery are practical involving:

Sand and water play, painting, cooking, weighing, construction, cutting and sticking, role play area and jigsaws.

 <p>Understanding the World</p> 	<ul style="list-style-type: none"> <li>• To investigate objects and materials using their senses.</li> <li>• To find out about, and identify, some features of living things, objects and events they observe, through posters, pictures, and stories and by observing animals and examining artefacts</li> <li>• Select the tools and techniques they need to shape, assemble and join materials they are using, with clay, collage and junk modelling.</li> <li>• To find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning, such as Bee Bot.</li> <li>• To know about their own beliefs and cultures and those of other people, through the study of Noah's Ark and the Easter story.</li> </ul>
 <p>Expressive Arts and Design</p> 	<ul style="list-style-type: none"> <li>• To use a range of resources and medium to explore colour, texture, shape, form and space in two or three dimensions (through painting, cutting and sticking, crayons, modelling, collage and 3D clay work).</li> <li>• To use imagination in art and design, music, dance, imaginative role play and stories (by free choice craft activities, naming instruments and how to play them, respond to music through movement focusing on fast and slow, loud and quiet, and to play in the role play areas.</li> <li>• To express and communicate their ideas, thoughts and feelings (by using a wide range of materials, suitable tools, imaginative role play, designing and making and a variety of songs and musical instruments).</li> </ul>
<p>Physical Development</p> 	<p>During games and P.E. the children will learn to</p> <ul style="list-style-type: none"> <li>• Move with confidence, imagination and in safety.</li> <li>• To move with control and co-ordination.</li> <li>• To travel, balance and use climbing equipment.</li> <li>• To use a range of small and large equipment (such as bats, balls, quoits, bean bags, hoops, skipping ropes, large construction and climbing frame).</li> <li>• To show awareness of space, of themselves and of others through games such as musical statues.</li> <li>• To handle tools, objects, construction and malleable materials safely and with increased control, such as playdough, clay, stickle bricks, duplo and wooden bricks.</li> </ul>
 <p>Personal, Social and Emotional Development</p> 	<ul style="list-style-type: none"> <li>• To be confident to try new activities, initiate ideas and speak in a familiar group.</li> <li>• To maintain attention, concentration and sit quietly when appropriate.</li> <li>• To have a developing respect for their own cultures and beliefs and those of other people.</li> <li>• To form good relationships with adults and peers.</li> <li>• To work as part of a group or class, taking turns and sharing fairly.</li> <li>• Select and use activities and resources independently.</li> <li>• Consider the consequences of their words and actions for themselves and others.</li> </ul> <p>These are discussed at Circle Time but are also an integral part of our Nursery day crossing over all of the Areas of Learning.</p>
<p>Homework</p> 	<ul style="list-style-type: none"> <li>• Jolly Phonics sound books added to weekly with an action and a new sound to practice at home.</li> <li>• Some children will begin to bring home a reading book with a new story issued once a week.</li> </ul>

