



The Ark Federation

Nursery's Curriculum Map Spring Term 1

This learning overview provides you with an insight into the children's learning experiences throughout Spring 1. The learning opportunities will also continue to be enhanced over the term as children build upon their own unique experiences and share their ideas with their friends as is the ethos of EYFS. Through the continuous provision children are given lots of opportunities for child initiated, investigation and play. This enhances learning through stimulating activities and opportunities to develop greater depth. During the Spring term we will focus on the prime areas of learning for those children starting with us in January and move on to specific areas for those children who are secure within their prime areas. These are some of the experiences and activities that the children will be completing in nursery.

Kind regards

Mrs James

Topic - 6 week theme: Nursery – Traditional tales and a stories which link to Chinese new year celebrations. You can help at home in a number of ways including reading a variety of traditional tales to support your child to be as familiar with these stories as possible. For example, you can discuss the front cover of the stories, what do they think the story is about? How do the characters feel and why? To learn the repeated phrases within the stories.

Power of reading books to support us with our knowledge are;



Nursery Rhymes this term that links with our maths learning, Three blind mice, three little kittens, four teddy bears, five fingers and Alice the camel.



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Areas of Learning: Prime Areas

Communication & Language	Personal, Social & Emotional Development	Physical Development
<p>January 2024 starters:</p> <p>To demonstrate single channelled attention i.e they can shift to a different task if their attention is fully obtained.</p> <p>To show interest in the noise’s adults make when they read stories and in playing with sounds, songs and rhymes.</p> <p>To be able to recognise and respond to many familiar sounds.</p> <p>To understand more complex sentences such as “put your toys away and then we’ll read a book”.</p> <p>To understand ‘who’, ‘what’, ‘where’ in simple questions such as “what’s that? Where’s this?”.</p> <p>Beginning to understanding simple concepts such as big/little.</p> <p>To hold conversations, jumping from topic to topic and use simple sentences such as “mummy gone work”.</p>	<p>January 2024 starters:</p> <p>To separate from their main carer with the support and encouragement from a familiar adult</p> <p>To express their own preferences and interests.</p> <p>To show interest in others' play and beginning to join in.</p> <p>To seek out others to share experiences, and may begin to form a special friendship with another child.</p> <p>To show affection and concern for people who are special to them.</p> <p>To express their own feelings such as happy, sad, cross or worried.</p> <p>To show awareness that some actions can hurt or harm others.</p> <p>To show an understanding and cooperate with some boundaries and routines.</p> <p>To control their own actions/behaviours and the</p>	<p>January 2024 starters:</p> <p>To move freely and with pleasure and confidence in a range of ways.</p> <p>To mount stairs, steps or climbing equipment using alternate feet.</p> <p>To draw lines and circles using gross motor movements, catch large balls and stand momentarily on one foot when shown.</p> <p>To begin to make large movements and develop fine motor skills through funky finger activities and ‘Dough Disco.’</p> <p>September 2023 starters:</p> <p>To experiment with different ways of moving.</p> <p>To jump off an object and land appropriately.</p> <p>To use their fine motor skills to use one handed tools and equipment e.g. make snips in paper with child scissors.</p> <p>Beginning to hold a pencil between their thumb and two fingers, they’re no longer using a whole hand grasp.</p> <p>To copy some letters from their names.</p>



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<p>September 2023 starters:</p> <p>To listen to others one to one or in small groups, when conversations interest them.</p> <p>To start a conversation with an adult or a friend and continue it for many turns.</p> <p>To listen to stories with increasing attention and recall.</p> <p>To understand the use of objects, prepositions such as 'under', 'on top', 'behind', and 'why' and 'how' questions.</p> <p>To respond to simple instructions such as "to get or put away an object".</p> <p>To use more complex sentences to link thoughts eg using and, because.</p> <p>To retell a simple past event in the correct order and use a range of tenses.</p> <p>To use talk to organise themselves and their play.</p>	<p>ability to distract self when upset.</p> <p>To gain more bowel and bladder control and attend to toileting needs themselves most of the time.</p> <p>September 2023 starters: To talk to others when playing is growing and they are beginning to talk about their own home and community.</p> <p>To select and use activities and resources with help.</p> <p>To initiate play, offering cues to their peers to join in with them.</p> <p>To play in a group, extending and elaborating play ideas ie building up a role play activity with other children.</p> <p>To be aware of their own feelings, and know that some actions and words can hurt others' feelings.</p> <p>To help or give comfort when others are distressed.</p> <p>To dress themselves with help and be independent in self-care.</p>	
<p>Children will be encouraged and supported to use more complex sentences and extend their sentences. The children will be challenged to explain their thinking and understanding.</p>	<p>Key Vocabulary: Emotions, happy, loved, calm, sad, angry, nervous, mixed, friends, crossed, worried, empathy, different, healthy.</p>	<p>Key Vocabulary: Rolling, crawling, walking, running, hopping and skipping, pinch, pat, squeeze, dancing fingers, thread, push, pull and balance, safe.</p>



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Areas of Learning: Specific Areas

Maths	Literacy	Expressive arts and design	Understanding the World
<p>To continue:</p> <p>To explore colour and colour mixing.</p> <p>To make comparisons between objects relating to size.</p> <p>To talk about and explore 2D shapes.</p> <p>To Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Saying one number for each item in order: 1,2,3,4,5.</p> <p>To Know that the last number reached when counting a small set of objects tells you how many there are in total Show 'finger numbers' up to 5</p>	<p>January 2024 starters:</p> <p>To enjoy rhyming and rhythmic activities, and recognise rhythm in spoken words.</p> <p>To listen to and join in with stories and poems, one to one and also in small groups.</p> <p>To know the difference between different marks they make.</p> <p>September starters 2023:</p> <p>To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>To show awareness of how a story is structured and how they might need.</p> <p>To listen to stories with increasing recall and attention.</p>	<p>January 2024 starters:</p> <p>To join in singing their favourite songs and create sounds.</p> <p>To show an interest in how musical instruments sound and enjoy experimenting with blocks, colours and marks.</p> <p>To develop preferences for forms of expression.</p> <p>To use movement to express feelings and create movement in response to music.</p> <p>To sing to themselves and make up simple songs.</p> <p>To begin to make marks intentionally, they may express ideas and feelings through these and give them meaning.</p> <p>To explore different materials, using all</p>	<p>January 2024 starters:</p> <p>To have a sense of their own immediate family and relations.</p> <p>To be able to pretend in their play, they imitate everyday actions and events from their own family and cultural background.</p> <p>To begin to have their own friends and learn that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>To notice some detailed features of objects in their environment.</p> <p>To enjoy exploring natural materials and materials with different properties both inside and outside.</p> <p>To show interest and respond to different natural phenomena such as walking through tall grass or looking for worms and minibeasts.</p> <p>Recognise and describes special times or events for family and friends.</p> <p>September starters 2023:</p> <p>To display an interest in the lives of people who are familiar to them.</p> <p>To remember and talk about significant events for family or friends.</p> <p>To use all their senses in hands-on exploration of</p>



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To show interest in illustrations, print in books and print in the environment.

The give meanings to marks as they draw and paint and ascribe meanings to marks that they see in different places.

their senses to investigate them, they make simple models which express ideas.

To develop pretend play, pretending that one object represents another.

September starters 2023:

To sing a few familiar songs and are beginning to move rhythmically.

To join in with dancing and ring games.

To tap out a simple repeated pattern and imitates movement in response to music.

To explore how sounds and colours can be changed.

To show an interest in using various construction materials, beginning to stack blocks horizontally and vertically, making enclosures and spaces.

To realise tools can be used for a purpose.

To notice what the adults are doing and beginning to imitate

natural materials.

To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

To talk about changes they notice and differences between materials.

To enjoy exploring how things work.



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		<p>what is observed, they may do it spontaneously when the adult is not there.</p> <p>To engage in imaginative role play based on their own first-hand experiences.</p> <p>To begin to draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	
<p>Key Vocabulary: Red; blue, yellow, purple, mix, shade, sides, corners, straight, flat. match, same, opposite, bigger/little/small. Number, numeral, 5 frame, counting, counters, how many and altogether.</p>	<p>Key Vocabulary: Book; rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite, hearing, listening, sound, recognise, logo, Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees, marks, pencils, pens, paper, drawing, writing, straight, pencil, marks, sand, glitter</p>	<p>Key Vocabulary: Banging; shaking, tapping and blowing, imagination, create, curved, straight, build, materials, use, show, notice, work, local area, buildings, Join, stick, glue and cut, lines.</p>	<p>Key Vocabulary; Winter, Chinese new year, Culture, dark, light, senses, patterns, frost and icicles, growing, castles, forest, enchanted, baby animal names.</p>