

# Nursery Spring 2 Term Overview

## Phonics

We have a daily phonics lesson in class.

Phase 1 consists of seven interlinking parts:

- \* environmental sounds
- \* instrumental sounds
- \* body percussion
- \* rhythm and rhyme
- \* alliteration (words that begin with the same sound)
- \* voice sounds
- \* oral blending and segmenting

In this ongoing phase, your child will be learning to:

- have fun with sounds
- listen carefully
- develop their vocabulary
- speak confidently to you, other adults and other children
- tune into sounds
- listen and remember sounds
- talk about sounds
- understand that spoken words are made up of different sounds

## Expressive Arts and Design

Take part in simple pretend play, using an object to represent something else even though they are not similar.

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

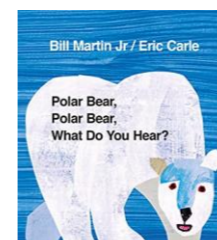
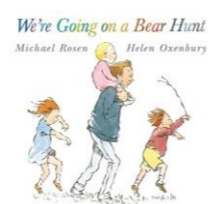
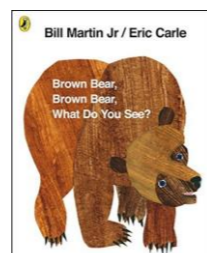
## Communication and Language

In Spring 2 the children will be focusing on the following three books:

Brown Bear, Brown Bear What do you hear? We're going on a bear hunt, Polar Bear, Polar Bear what do you see?

We will be focusing on the rhythm and pattern of the books and the children will be learning to join in with the stories.

We will be looking at colours and going on a colour hunt, looking at using all of our senses to go on a bear hunt and naming animals and the sounds they make.



## Physical Development

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

## Personal, Social and Emotional Development

Rights and Respect

In this unit, children will learn about looking after themselves, each other and the environment.

## Maths

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.



## Understanding the World

Throughout Nursery, both inside and outside the children will be given opportunities to explore the following;

- Use all their senses in hands-on exploration of natural materials.
  - Explore collections of materials with similar and/or different properties.
  - Talk about what they see, using a wide vocabulary
- Talk about the differences between materials and changes they notice.
- Explore and talk about different forces they can feel

