



Hammond Academy
Nursery Curriculum Overview
Spring Term 1 2022



Week	Content	Supporting your child at home
<p>1</p> <p>W/B 6th Jan</p>	<p>Communication and language: To remember and sing familiar nursery songs</p> <p>Personal, social and emotional development: To re-establish routines such as hand washing, busy fingers with the support of visual timetable</p> <p>Physical development: Daily Busy fingers activities such as cutting, playdough, threading</p> <p>Literacy: Choosing a favourite story</p> <p>Mathematics: Talking about the shape of everyday objects: feely bag game</p> <p>Understanding the world: To remember and talk about special times at home during Christmas</p> <p>Expressive arts and design: Using various real musical instruments to explore how sounds can be changed: how do we make loud/quiet sounds</p>	<p>Promote independence and give your child time to get dressed independently at a time convenient for you: the more proficient they get at it the more their self-esteem will grow</p> <p>Play 'I spy': I spy with my little eye a round fruit (apple) curved fruit (banana) something flat for breakfast (slice of bread)</p> <p>Encourage your child to talk about the shape of other objects outdoors (tall buildings, narrow path etc.)</p> <p><i>Adult led activity: The children will learn to clap out syllables of their name i.e. I-SA-BE-LLA and other objects.</i></p>
<p>2</p> <p>W/B 10th Jan</p>	<p>Communication and language: To express their point of view on the Bears' feelings</p> <p>Personal, social and emotional development: To choose and say what you want to play with and to understand that we have to take turns</p> <p>Physical development: Gross motor skills: Adjusting speed or direction to avoid obstacles – Traffic lights game</p> <p>Literacy: Whole class story: Goldilocks and the 3 Bears To become familiar with the characters in the story through the use of props such as masks, small world play</p> <p>Mathematics: To subitise (recognise groups of 3 without counting each object)</p> <p>Understanding the world: Winter weather: Forest school: to use all senses to explore and talk about the natural world</p> <p>Expressive arts and design: Make imaginative and complex 'small worlds' with blocks</p>	<p>Choose a quiet time when you and your child can share something you have done during the day. Follow the link below for some tips on how to engage with children say they have done 'nothing' in school https://edasd.co.uk/why-does-my-child-say-theyve-done-nothing-today/</p> <p>Sing 'When Goldilocks went to the house of the bears' https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-the-house-of-the-bears/zfi8gwx</p> <p>Continue to develop your child fine motor skills through cooking activities, helping with folding clothes etc.</p>
<p>3</p> <p>W/B 17th Jan</p>	<p>Communication and language: Choose a character and act out the story with others</p> <p>Personal, social and emotional development: Circle time: Expressing our feelings- what make us sad, happy, and excited?</p> <p>Physical development: To gain control over their body: e.g. on tiptoe, crawling, tiny steps</p> <p>Literacy: To clap syllables in a word i.e. Gol-di-locks</p> <p>Mathematics: Comparing sizes</p> <p>Understanding the world: Ice experiments</p> <p>Expressive arts and design: Design an outfit for one of the bears: the children will draw patterns such as wavy lines, zigzag</p>	<p>Look for patterns on clothes: spots, stripes</p> <p>Talk about the sequence of the day: i.e. First we have breakfast, then we get ready for school.</p>

<p>4</p> <p>W/B 24th Jan</p>	<p>Communication and language: Healthy eating: what food do we eat at home? Personal, social and emotional development: Circle time: It's good to share Physical development: Throw and catch a ball Literacy: Draw a story map: we are thinking about the beginning middle and end of the story Mathematics: To describe a familiar route: Goldilocks journey through the woods Understanding the world: Make porridge: observing and talking about changes Expressive arts and design: Use modelling resources to make a chair for Baby Bear</p>	<p>Count small groups of familiar objects toys, books, cups. Children need to understand that the last number they say is the number of objects.</p> <p>Share out fruit or other snacks equally. Count and point out that you have the same amount.</p>
<p>5</p> <p>W/B 31st Jan 1st Feb: Chinese New Year</p>	<p>Communication and language: Circle time: Hot seating – Asking questions to find out more about the characters in the story Personal, social and emotional development: 'I lost my teddy' story. How does it feel to lose a special toy? Physical development: Observe the effect of activity on their bodies Literacy: Write an invitation for a teddy bear's picnic Mathematics: Recognise numbers that are special to them: '3' '4' their door number Understanding the world: Find out facts about bears on the I-pad Expressive arts and design: Describe the texture of things i.e. soft, fluffy</p>	<p>Look for numbers at home (on a clock, on a remote control), outside (number plates, door number).</p> <p>Make marks to write a shopping list. Children will draw zigzag lines, write the letters of their names repeatedly to represent words</p> <p>https://www.bbc.co.uk/cbeebies/stories/ets-celebrate-chinesenewyearperformance Find out about the animal race</p>
<p>6</p> <p>W/B 7th Feb</p>	<p>Communication and language: Letters and sounds: matching sound games on the whiteboard Personal, social and emotional development: Listening games: pass the sound, copy me Physical development: Gross motor skills: move like a dragon, a lion, Literacy: Non-fiction books about Chinese New Year animals Mathematics: Repeated patterns: make a paper chain Understanding the world: To show interest in celebrations and festivals: Chinese New Year Expressive arts and design: Chinese New Year craft: paper dragon, lantern</p>	<p>Play a sound game: Make shakers 2 of each sound (bottles with a few pasta shapes, small stones, pompoms or any resources that you have at home) and ask your child to copy your sound.</p> <p>Listen for sounds in the environment (animal sounds, transport sounds)</p>

Forest School:

The children will explore the woods area on Wednesdays. We would recommend that the children wear warm jogging bottoms, waterproofs and warm footwear.

Spare clothes (socks, underwear, tops, leggings, and jogging bottoms) to be left in school. Please provide a small plastic bag for wet, dirty clothes.

Thank you for your continued support.

Mrs Chuimi, Ms Franklin