

## Spring Term 1 2025

(Please refer to the curriculum/year plan for more detail about the intent, implementation and impact in each curriculum area.)

Additional ideas and activities from the assessments are added in italics – *where many children need support (in red)* and *where children need more extension and challenge (in blue)*

Week Beginning	06.01.2025	13.01.2025	20.01.2025	27.01.2025	03.02.2025	10.02.2025		
Core Books	'We're Going On A Bear Hunt' by Michael Rosen			'Goldilocks and The Three Bears' (traditional)				
Rhymes/ Songs	All my love is bubbling over If you're Happy and You know it The More We Get Together Row, Row, Row Boat Teddy Bear Rhyme			When Goldilocks went to the House of the Bears Five Little Monkeys Swinging in the Tree I have a little drum I love you Pease Porridge				
Poetry Basket	Let's Put On Our Mittens			Furry, Furry Squirrel				
Key interests/PitM /Projects/Themes /Provocations	Winter – seasonal changes/ice and snow/cold. Children's interests – especially vehicles, role play, exploring outdoors, cooking, superheroes			Winter – seasonal changes/ice and snow/cold.				
Special/Cultural Events/Festivals	New Year Settling new children	Hands Up Survey		Big Schools' Birdwatch	Lunar New Year - Snake (29/01)			
Equality, Diversity and Inclusion (Anti – Racist Ed, Gender, EAL, Disabilities and Different abilities)	Know that each person is unique and special and has their own interests – 'It's Okay To be Different'.			Encourage all children to take on different roles in the home and other settings – homecorner/shop/ café role play. Special occasions for our families – look at photos and share memories.				
Personal Social Emotional Development Skills, Knowledge and Understanding Activities/Resources/ Opportunities	Introduce children to different activities and support them to make choices using objects and pictures. Build confidence by joining in with small group activities. Encourage children to make friendships by using friends' names, asking 'What is your name?', asking 'Can I play with you' Encourage children to be increasingly independent with their self-care skills, including dressing, using the toilet, washing hands. Support children to understand pants rules. Dress for the weather - put on coat, scarf, hat, gloves with increasing independence (waterproofs/wellies on wet days).			Encourage children to develop friendships through shared interests, people games and small group activities such as role play. Encourage children to use language for turn-taking, visual props for turn-taking such as a sand timer or turn-taking strip/ wheel. Support turn-taking through turn-taking games. Encourage children to develop their play skills sometimes with a play partner, such as through role play and exploring materials.				
Communication and Language Skills, Knowledge and Understanding Activities/ Resources/ Opportunities	Listen to and join in with familiar stories – act out the story and/or use props to retell the story, and use the repeated phrases and refrains. Use words in child's home language to support communication and develop English language through commentary in play, sharing books and talking about interests. Talk about their interests and predict, talk about what they observe and share thoughts and ideas (science language). Encourage children to talk through their activities, explaining what is happening. Vocab linked to science/materials/story: cold, warm, melt, freeze, ice, water, mud, snow, forest, grass, light, dark.			Use objects, photos, symbols, signs and simple language to support listening, attention and understanding. Develop listening, attention and concentration skills through activities such as bucket time, intensive interactions, finger gym and interactive stories and songs. Listen to and join in with familiar stories – act out the story and/or use props to retell the story, and use the repeated phrases and refrains. Encourage children to follow simple instructions by praising their efforts. Vocab linked to science: observe, count, tally, species, robin, blackbird, blue tit, magpie, etc.				
Makaton Sign(s) of the Week	Happy	Sad	Cold	Toilet	Home	Play	Chair	Sit

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<b>Physical Development</b> <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i>	Keep warm outside by staying active and enjoying the weather, e.g. jumping in puddles, squelching in mud. <i>Develop gross motor skills and spatial awareness through climbing, sensory circuits, visits to Soft Play and obstacle courses with tyres, crates and planks</i> (linked to positional language/core story). <i>Encourage activities to support and build fine motor skills, such as finger gym, using malleable materials, building and mark making.</i>			Play chasing games and ball games, and complete obstacle courses. Opportunities for large-scale mark making using water, paint, large brushes, sponges, chalk, large paper under tables/on the floor. Mark make for a purpose, e.g. in role play in home/shop/café, bird watch tally marks. Develop fine motor skills particularly building confidence with using scissors, hole punch and doing threading activities.		
<b>Literacy</b> <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i>	Retell core story by acting it out outside and using props to retell the story – extend and adapt the story and engage in activities linked to the story. <i>Encourage a love of stories and reading through sharing books with props in groups and individually and taking books home to read.</i> Extend interest in letters and words by sharing books, mark making and looking at print in the environment.			Retell core story by acting it out with props – extend/adapt story and listen to different versions of the story. Activities linked to core story – make porridge with the children/porridge at snack time. <i>Encourage mark making inside and outside using paint, chalk, water, mud, crayons, pens, etc.</i> <i>Encourage mark making for a purpose and in play, such as writing tickets, recipes and shopping lists and drawing maps.</i>		
<b>Letters and Sounds</b>	Voice sounds – make sounds using voices to represent animals/objects (such as in a song).			Musical instruments – experiment with making different sounds by banging, tapping, shaking		
<b>Mathematics</b> <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i>	<i>Develop and extend interest in number and find counting opportunities in play, in songs and in real-life contexts.</i> Spatial/positional language in play – obstacle courses/climbing frame/soft play. Develop children’s sense of space through activities e.g. obstacle courses.			In play/real-life – count a set of objects with one-to-one correspondence, knowing how many in the set. Compare different arrangements of the same number. Count for a purpose, make tally marks to count birds Comparative language – different sizes/lengths/heights.		
<b>Understanding the World</b> <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i>	Provide opportunities for sensory and messy play, including water play, sand play, cornflour, paint, and exploring different textures through treasure baskets and heuristic play, and materials linked to the story (grass, mud, water, snow). Investigate changing materials – ice experiments (freezing/melting); making playdough – how mixture changes). Make den to represent cave in Bear Hunt and use torches/lights for light and dark. Use Core Book as spring board to become familiar with other different types of bears.			<i>Develop and extend interest and curiosity in the natural world through exploring the garden and using books and other resources, e.g. magnifying glasses.</i> Identify/count birds (BSBW). Focus on Lunar New Year (Snake) – stories, music, food, customs, inviting parents		
<b>Expressive Arts and Design</b> <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i>	Develop a range of creative skills linked to own interests, including constructing, painting, modelling, music and being imaginative. Paint using exploratory techniques, e.g. wax resist/tape resist/bubble painting/string painting/printing with natural objects such as twigs. Retell favourite core story and link to role-play indoors and outdoors. Be introduced to traditional songs such as Teddy Bear Picnic to develop role-play inside. Bring favourite teddy bear to nursery for indoor picnic.			<i>Use a range of creative skills and techniques when mark making and junk modelling, planning what to make and choosing the materials needed.</i> Explore joining techniques – tape, glue, glue gun, string. Promote role play in the shop/café/home areas, and linked to interests – fire station/superheroes/vehicles/etc. Look at iconic buildings and London landmarks within the construction area. Draw to design and then construct buildings using Duplo, foam bricks and wooden blocks. Create small world scenes linked to children’s interests and familiar stories.		