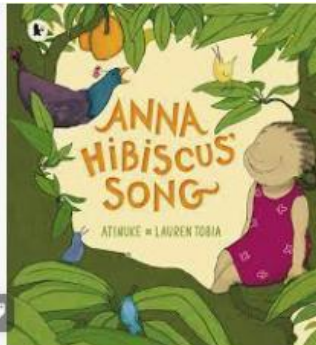


RMPA Nursery Spring 1 Overview



Celebrations – Birthdays, Luna new year, Black history month, valentines day
Events – Trip to the market, Family in to discuss Luna new year

C&L- Listening , Attention and Understanding	PSED: Managing self	Maths: Shape, Space and Measure
<p>Concentrate for up to 6 minutes</p> <p>identify characters and actions in books</p> <p>respond to two requests</p> <p>remember key aspects of stories</p> <p>identify objects according to properties</p> <p>Understand why questions and between 200-500 words</p> <p>Remember what happens in stories and explain what might happen</p>	<p>Select and use resources with help if needed.</p> <p>Become more confident with unfamiliar people</p> <p>Develop sense of responsibility, respond to boundaries, give comfort to others, resolve conflict and be assertive in an appropriate way</p> <p>Express own preferences</p>	<p>Create patterns and spot mistakes</p> <p>Awareness of patterns and shapes in environment and talk about environment patterns</p> <p>Use small world to explore size, shape, differences and similarities and compare</p> <p>Use shapes and combine in art</p> <p>Talk about shapes and properties</p>
C&L- Speaking	PSED: Building relationships	UTW: People, Culture and communities/Past and Present
<p>use new words</p> <p>hold a conversation and link sentences</p> <p>express feelings</p> <p>ask and respond to questions</p> <p>use language in pretend play and express imaginary events in play</p> <p>By 4 yrs use 4 word sentences and use because, and, or</p>	<p>Join in with others play including pretend and extend play</p> <p>Help to find solution to conflicts</p> <p>Form friendships including playing with adults</p>	<p>Show positive attitudes about the differences in people</p> <p>Understand life story and own history</p> <p>Understand the differences between friends</p> <p>Interest in different occupations</p> <p>Pretend play home environment situations</p> <p>Know about the different countries in the world and differences they have experienced.</p>

Physical Development: Fine motor Use five finger and pincer grasp Make connections between marks I make. Make simple construction models Use one handed tools (scissors) Use five finger and pincer grasp Show a comfortable grip when holding a pen or pencil. Use smaller pegs to peg up a picture. Begin to write the initial letter of my name and some others. Use threading beads and other fine motor equipment.	Literacy: Reading Identify myself in a story, enjoy stories about familiar people Understand print carries meaning, has different purpose, we read from left to right and page sequencing Name parts of a book and turn pages Spot and suggest rhymes Spot initial sounds and clap syllabus Learn new vocabulary and extend conversations about stories	UTW: The Natural World Notice features of the environment Explore natural materials and those with similar and different properties Plant and care for plants and living animals Understand life cycle Talk about different forces they can feel
Physical Development: Gross motor Kick a ball, balance and ride a scooter/trike) Skip, hop and stand on one leg Use the correct items ie spade for digging. I can run safely and squat to rest and play Work collaboratively with other using large items. Climb up and down steps and apparatus and wave flags and use large body movements	Literacy: Writing Show control over equipment Use a range of tools to make marks Write some or all of there name and use knowledge of print in play	EAD: Creating with materials Explore blocks colours and marks
PSED- Self-Regulation Control own behaviours Talk to others and be aware of feelings	Maths: number and numerical patterns Sort objects by one or more criteria Subitise up to 3 Understand more and use more than fewer than One to one correspondence Link numerals and objects Show fingers to 5 and recite past 5 Use first and then to retell an event Use now and next Use in front / behind, under first and then to retell real events Describe a familiar route	EAD: Being imaginative and expressive Explore musical instruments and listen to sounds Simple pretend play Small world play – worlds Respond to what they have heard and express thoughts and feelings Create own songs based on others Repeat stories, pitch match.

Week 1 + Thurs and Fri of previous week (stories from around the world)



story time - Family books **Identify myself in a story, enjoy stories about familiar people Understand life story and own history**

Understand the differences between friends celebrate families by looking through family bags, discuss how all families are different, what similarities are the same, where do you think Baby in the story lives? Then use these to create books.

investigation table— **Explore natural materials and those with similar and different properties** provide the children with a selection of unusual fruits and exploratory tools such as magnifying glasses. Adult to support discussion about fruit using senses.

Cooking - Make chin chin biscuits **respond to two requests** to follow instructions, take turns and share the equipment. Can they talk about the change. Give two part instructions to make chin chin biscuits. Have you had these before? How are they different to biscuits you may eat.

Home corner – **dressing up Simple pretend play** traditional African clothes as seen in the story celebration clothes and a range of fabric. Support children to look through the book and imitate home life.

[Key vocabulary](#)

Chatter words Market, curious, crowded, notice

Key words fruit stall, palm oil, biscuit stall, sweetcorn stall, clothes stall, coconut stall, family, friendship, curiosity, surprise, cheerful, happiness, market, Mrs Ade, Mr Femi, Mr Momo, Mrs Kunel, Mrs Dele

Week 2



story time - sort fruit by colour and shape **Sort objects by one or more criteria Subitise up to 3** show the children the fruit and several hoops.

Can he children talk about the properties of the fruit first then can they put them into the correct hoop by colour (adult to set) can they subitise how many are in the hoop.

Creative table – Observational fruit drawing **Explore blocks colours and marks Show a comfortable grip when holding a pen or pencil.**

Demonstrate to the children how to observe colours and make marks using the paint and brushes they need. Encourage children to write own name on their paintings and display next to photos of the fruit.

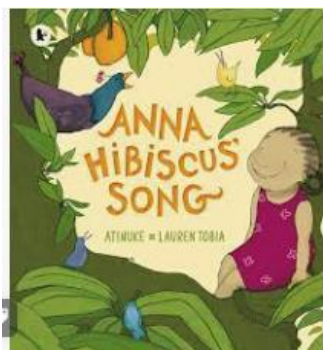
Cooking - make fruit salad using banana, orange, coconut , **One to one correspondence** use one to one correspondence up to 5 for the fruit. Can they remember how many bananas they put in the basket, can we check if we have the same, how many oranges etc. show safe cutting skills with a knife. Discus hygiene at the start of the session.

Trip – walk to market to buy fruit **Become more confident with unfamiliar people** can we find a orange, a coconut and a banana, is there any other fruit that they would like to try?. Children to ask and buy the fruit.

[Key vocabulary](#)

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Black history month

story time - Look at families and where they come from on a map **Know about the different countries in the world and differences they have experienced.** – Discuss black history month and how we are lucky to experience stories that show life in different countries. Refer to our previous story of baby goes to market. Can the children remember where the story was based. Show the children a map, can we see where we live, where are the stories based, where are our families from. Add photos to the map including notes of the discussion.

Cooking - African Mango desert fool **remember key aspects of stories** discuss the story, look at the mango tree, what does one look like in real life, can you remember where mangos grow, who sat in the tree? Follow the recipe and take turns in cooking the food. As a group share the food and discuss likes and dislikes. Discuss where mangos grow, can we see the seed inside, why don't they grow in this country. See if we can open the seed and plant to watch it grow.

Music area outside – Make up a happiness song. **Create own songs based on others Repeat stories, pitch match.** Discuss how Anna made up her own song in the story. Read the children the song then ask them what makes them happy. Note all that the children say on a piece of sugar paper. Provide the children with a selection of musical instruments. Follow a simple tune the children know such as if your happy and you know it and help them to add in the things that make them happy. Record song on Ipad to play to other children at story time.

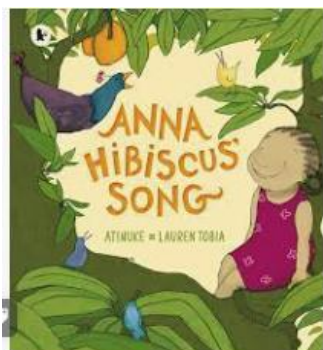
Outside - pretend to be Anna hibiscus **Climb up and down steps and apparatus and wave flags and use large body movements**

Children to work together as a team to create an obstacle out of the wooden blocks, can they climb and balance. What other movements did Anna Hibiscus do in the story. Use a blue mat to show the children how to jump and roll safely, how does it make you feel? Remind children about being aware of keeping themselves safe.

[Key vocabulary](#)

Chatter words Scattering, floats, strength, branches

Key words Africa, amazing, mango, veranda, scattering, corn, yam, happy, squeeze, grows, pound, strength, cartwheel, somersault, dance, balloon, love, explode, sing, song



story time - who do you love **express feelings ask and respond to questions** Discuss with the children who they love, relate to who Anna Hibiscus loves in the family. Do we have to see someone everyday to show that we love them. How does love make you feel, what do you like to do when you are happy?

Creative table –Love pictures and cards . **Express own preferences Use smaller pegs to peg up a picture.**

Provide the children with a selection of their family photos and different images that depict love. Show the children how they can create a who do they love picture following on from the story time discussion. Children can also create cards using paint, images or pens. These pictures can then be displayed on a low level display board with speech notes as to why and how they love the family member.

Cooking - mash potato (yams?) . **Work collaboratively with other using large items.** Children to follow the recipe and remember hygiene rules throughout. Remind the children about how in the story Anna Hibiscus pounds the Yam, explore the Yam with the children and ask where o they think it grows. Ask the children to take turns peeling and cutting up the Yam. When it has boiled put the yam in a large sauce pan, provide the children with a potato masher/rolling pin and show them how to “pound the Yam.”.

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Week 1



Parents in to discuss Luna New Year

Make Valentines Cards

story time - Parent in to discuss Luna new year **Show positive attitudes about the differences in people** Encourage the children to listen to the parents discuss the Luna new year and any objects they may bring in with them. Encourage a discussion afterwards if they children have any festivals that they celebrate. Do they celebrate the Luna new year?

Writing table – Cut out dragons and other animals from the Luna new year race and retell the story . **Use one handed tools (scissors)** **Use first and then to retell an event** **Use now and next** After the children have watched the story of the Luna new year race, the children use the pre printed images to work together to cut out and create a race scene. Use this in story time to go over the story, focus on now and next, first and last. Support children with using scissors safely and correctly.

Cooking - Frozen stir fry **Link numerals and objects** **Show fingers to 5 and recite past 5** follow a recipe and take turns in cooking the food, discuss and follow good food hygiene. Introduce and encourage new language. Count out how many of each item , bean, bean sprouts, mushrooms. Can the children count them. Can they show the correct number on their hand. Can the children which number on the recipe we are on, can they see the numeral?

Creative table – Make dragon mask and suit **Respond to what they have heard and express thoughts and feelings** Discuss how can we make a dragon mask, what colours should we use, what do we need to add, children to work together in small groups to create a dragon mask using cardboard boxes, junk box modelling and paint. Children to listen to each others ideas and work together. The masks to be used in dragon dancing as part of story time.

[Key vocabulary](#)

Chatter words Lantern, China, parade, Lucky

Key words celebrate, families, fireworks, celebration, together, festival, animal names, race, river, bank, red, fortune cookie, lucky, money pouch, Chinese writing, bad luck, clean, clothing,

Physical opportunities outside

Climbing, bikes, balls, race track,
obstacle course, garden digging are,
sand pit

Kick a ball, balance and ride a scooter/trike)

Skip, hop and stand on one leg

Use the correct items ie spade for digging.

I can run safely and squat to rest and play

Work collaboratively with other using large items.

Climb up and down steps and apparatus and wave flags and use large body movements