



Half term foundation subject planning overview

Year: Nursery

Half Term: Spring1

Topic: What happens when I go to sleep at night?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Overview of key adult led provision	Settling back in welcoming new children Routines and relationships	Engage week How to catch a star-Oliver Jeffers Why is it dark at night? How can we see stars?	Whatever Next! Exploring space and stars	Owl Babies Nocturnal animals and night time visitors	Emily Brown and the Thing Why is it scary in the dark? How do we sleep? Bedtime routines Peace at last!	Who works at night? Visit from a night time worker	Celebration of learning /Valentines / Pancakes
Communication and Language	<ul style="list-style-type: none"> Listen to familiar stories with increasing attention Join in with simple repeated refrains and phrases in rhymes, songs and stories, Focus attention(in self chosen activities)-can still listen or do, but can change their own focus of attention Understand the use of objects (e.g. Which one do we cut with?) Respond to instructions with more elements e.g Give the big ball to me; collect up all the blocks and put them in the box Use language to share feelings, experiences and thoughts Begin to hold a conversation but might jump from topic to topic Learn new words quickly and begin to be able to use them in communicating (Links to topics, e.g flower, leaf, petal) Begin to use a variety of questions (e.g. what, where, who) Begin to use longer sentences e.g. I hurt my finger...(and what went on) Retell a simple past event in correct order (e.g. went down slide, hurt finger) <p>N1's/2year olds</p> <ul style="list-style-type: none"> Enjoy rhyme and demonstrate listening by trying to join in with actions or making vocalisations, Pay attention to own choice activity for a few minutes Recognise and respond to familiar sounds, e.g turning to a knock on the door Show interest in making sounds Begin to copy familiar expressions e.g. Oh dear, All gone Beginning with support to put two words together (want ball, more juice) Use gestures to communicate needs Begin to respond to where as in Where is? 						

	<ul style="list-style-type: none"> • Begin to copy some actions from words eg hopping, clapping, jumping • Uses different types of every day words (nouns , banana, dog, cat) 						
Activity	Listening to the story, RWI (environmental sounds/fred talk), Circle time, Nursery rhymes daily, Early talk boost for intervention children						
		Why can't we see stars during the day?	Where did Bear go? What did he see on the moon? What would we take to the moon?	Who visits us when we sleep? Explore the word nocturnal.	How do we get to sleep at night? Why do we need to sleep?	Does everyone sleep at night? Who might be awake?	The next chapter – Spring! What happens in Spring? Spring festival What have we learnt so far? Who is special to us?
Vocabulary	What did we see? What does it feel like? Question words key.						
PSED	<ul style="list-style-type: none"> • Be more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety • Enjoy a sense of belonging through being involved in daily tasks • Use their experiences of adult behaviours to guide their social relationships and interactions • Express the self aware emotions of pride and embarrassment • Gradually learn that actions have consequences but not always the consequences the child hopes for • Show a sense of autonomy through asserting their ideas and preferences and make choices and decisions <p>N1's/2 year olds</p> <ul style="list-style-type: none"> • Begin to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety • Become more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Build relationships with special people but may show anxiety in the presence of strangers • Seek comfort from familiar adults when needed and distract themselves with a comfort object when upset with some support • Begin to recognise that some actions can hurt or harm others and begin to stop themselves from doing something they shouldn't 						
Activity	Embed routines, circle time, shared carpet time for story and adult led task, resources to share						
Vocabulary							
Physical Development	<ul style="list-style-type: none"> • Climb stairs, steps and moves across climbing equipment using alternate feet • Maintain balance using hands and body to stabilise • Walk down steps or slopes whilst carrying a small object, maintaining balance and stability • Grasp and release with two hands to throw and catch a large ball, beanbag or an object • Create lines and circles pivoting from the shoulder and elbow • Name and identify different parts of the body <p>N1 and 2 year olds</p>						

	<ul style="list-style-type: none"> • Begin to develop security in walking upright using feet alternately and can also run in the outdoor space • Walk upstairs facing forwards holding and adults hand and the hand rail • With support, join in with action rhymes, songs and games and make movements copying others • When holding crayons and chinks etc, make connections between their movement and the marks they make • Sit up from lying down, stand up from sitting and bend to pick up an object from the ground 						
Activity	Access to indoor and outdoor provision with tools. Daily access to playdough or fine motor skill tuff tray, writing area focus, chalk inside and outside, introduce bikes and scooters, dancing, daily songs and actions, water area with tools, instruments available						
Fine motor focus		Tweezers-can you catch a star? Cutting-making stars Star stamping-arts with star cutters	Scrunching foil into balls Cutting-rockets Spaghetti in metal colanders Moon dust-gloop	Hedgehog snipping plates Pencil play-nocturnal animals Mixing and spooning-bird feed	Metal colanders with eyes and pipe cleaners- making monsters Stickers on shapes	Threading basket Hammer and pins Pencil play Fidget basket	Threading beads/cheerios-necklace
Literacy	<ul style="list-style-type: none"> • Begin to be aware of the way stories are structured • Attempt to recall elements of familiar stories and will tell own stories • Listen to and join in with stories and poems, when reading one to one and in small groups • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories • Handle books carefully and the correct way up with growing confidence • Begin to develop phonological and phonemic awareness • Sometimes give meaning to their drawings and paintings • Begin to include mark making in their play • Imitate adults' writing by making shapes and symbols • Begin to make letter type shapes to represent the initial sound of their name and other familiar words • Know information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental/classroom print) <p>N1 and 2 year olds</p> <ul style="list-style-type: none"> • Begin to show an interest in books and rhymes and may have some favourites • Fill in , with support and prompts, the missing word or phrase in a known rhyme or story eg Humpty Dumpty sat on a • Enjoy use actions songs and adding claps and instruments 						
	Nursery rhyme challenge, access to daily reading, Daily nursery rhymes, Fred talk, Whats that noise?, action songs daily, Phase 1 games						
Nursery Rhyme Focus Plus nursery rhyme and puppet role play area	Baa baa black sheep Incy wincy spider Miss Polly had a dolly Recap of known rhymes	Twinkle Twinkle Little Star	Zoom zoom zoom we are going to the moon	Row row row your boat	Ten in the bed and the little one said		If you are happy and you know it

Activity	Mark making with different coloured paper	Star writing and mark making	Rocket writing List of picnic food	Nocturnal animal shaped paper	Bedtime rules Pencil play Mark making	People who helps us -thank you cards	Who I love -drawing hearts and creating pictures of our loved ones
Pen Disco song and focus	x	S shape for star Reach for the stars- sclub7	Lines going up small and large Space man Sam Ryder	Little circles-The Owl Song Kibbomers	Dots night time lullaby	Zig zags -working 9-5 dolly parton	Hearts
Activity	Stories from story box	How to catch a star!	Whatever Next!	Owl babies Day monkey and Night Monkey	Peace at last Emily Brown and thing	Can't you sleep little bear? Lost stars	Mr Wolfs Pancakes Pancake, Pancake
Vocabulary	Vocab linked to the books read –warm up with words (display to be a focus for SPRING TERM)						
Number	<ul style="list-style-type: none"> Compare two small groups of up to five objects, saying when there are the same number of objects in each group eg You've got two , I've got two Same! Enjoy counting verbally as far as they can go Point or touches each item, saying one number for each item, using the stable order of 1,2,3, Use some number names and number language within play, and may show fascination with large numbers Respond to the language of position e.g. in, on, inside, next to , over, under, in front, behind Respond to both informal and common shape names e.g pointy, twisty, wiggly, bumpy, heart, star, flower Attempt to create arches and enclosures when building, using trial and improvement to select blocks Join in with simple patterns in sounds, objects, games, stories, dance and movements, predicting what comes next <p>N1 and 2 year olds</p> <ul style="list-style-type: none"> Say some counting words Engage in counting-pointing, making sounds Use number words, like one or two and sometimes respond accurately when asked to give one or two things Begin to select a shape for a selected space Join in with number songs Begin to remember their way around the classroom Choose puzzle pieces (inset) and try to fit them in Spend time filling and emptying containers Enjoy using blocks to create their own simple structures and arrangements Shows interest in size and weight 						
Daily Activities	Ten Town Counting to 5 Joining in with number songs	Tentown Recites number names in sequence	Tentown Knows that numbers identify how many	Tentown Counts up to 3 or 4 objects by saying number names for	Tentown Counts out up to 6 objectst from a larger group	Tentown Recognise numerals 1 to 5	Tentown Shows interest in number problems,

		Compares 2 groups of objects saying when they have the same number (more/fewer)	objects are in a set. How many?	each item (1:1 counting)		Shows interest in representing numbers	shows curiosity about numbers
	Counting songs and number stick.	Using sparkly gems to make sets.	Match Numicon with numbers 10 little penguins story	Compare bears – count and match to number	Large number mats (animals) count out correct number of cubes	Whiteboard number writing	Number problems
SSM focus	Shapes all around	Uses some shape names(Playing, arranging, construction)	Introduce money in play e.g. role play shop	Use money and coins in play	Use positional language – hide an animal (polar bear)	Comparing items by size using everyday language long, short, heavy, light	Use some shape names
	Going on a shape walk around the classroom and outdoor classroom Shape puzzles etc	Winter pictures- snowman with shapes Snowflakes Space photos- star and rockets	Till, money, shopping for picnic	Till, money, shopping for picnic	Use positional language – hide an animal (polar bear) picture clues	Balance – comparing animals	Shape pictures- hearts/little red riding hood cottage
Vocabulary	Counting numbers Shape names circle, square, triangle, rectangle	More, fewer, set, equal, same, shape names	Number names, how many? Altogether, coins, pence, penny, money	How many, match, coins	Under, next to, inside, behind, in between, on top, above, count, number names	Heavy, light, long, short, numbers	Shape names, number problems
Understanding the world	<ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them • Remember and talk about significant events in their own experience • In pretend play, imitate everyday actions and events from own family and cultural background e.g. Making and drinking tea, going to the barbers, being a cat, dog or bird • Have a sense of their own immediate family, relations and pets. • Enjoy playing with small world reconstructions, building on first hand experiences e.g visiting farms, garages, train tracks, walking by river or lake • Operate mechanical toys, e.g. turn the knob on a wind up toy or pull back on a friction car • Learn the vocabulary associated with specific interest areas • Talk about and notice the changes in materials e.g. ice, snow, mud, chocolate and jelly • <p>N1s and 2 year olds</p>						

	<ul style="list-style-type: none"> Show curiosity about people and show interest in stories about people , animals or objects Match parts of objects that fit together with support eg put the lid on a box Anticipate repeated sounds, sights and actions e.g when a adult demonstrates an action toy several times Explore materials in a sensory way and explore sand, grass, feathers, puddles, mud. Learn the vocabulary associated with specific interest areas Watch as an adult demonstrates an action toy and anticipate what might happen 						
Activities	What is the weather like today?	Why can't we see stars at night? What would happen if all the stars disappear? Light and dark	Exploring space	Name and describe animals that hibernate. Creating shelters with sticks, cones and other natural materials for hibernating animals	What is our bedtime routine? Why do we need sleep? What happens if we don't sleep?	Winter clothes of different materials – hats. Scarves, gloves, boots etc. Why do the workmen need bright colours? How can we see in the dark?	Dress the teddy/humans – what should they be wearing if it is starting to get warmer? Who do we love? Who is in our family?
Vocabulary	Weather, cold, seasons, months of the year	Exploring day and night	Space and moon	Hibernate environment	Routine Healthy bodies	Clothing and materials – words to describe the materials and reflection	Love Seasons change
Expressive arts and design	<ul style="list-style-type: none"> Use movement and sounds to express experiences, expertise , ideas and feelings Experiment and create movements in response to music, stories and ideas Sing to self and make up simple songs Create sounds, movements, drawings, to accompany stories Sing familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home Be exposed to a wide range of music-across different cultures <p>N1's and 2 year olds</p> <ul style="list-style-type: none"> Begin to join in with singing songs Create sounds by shaking, tapping, striking, rubbing or blowing Continue to explore and experiment with an increasing range of media and movement through multi sensory exploration and expression Move while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments Mirror and improvise actions they have observed e.g. clapping or waving Song/vocalise whilst listening to music or playing with instruments/sound makers Notice and become interested in the transformative effect of their action on materials and resources Express themselves through physical actions and sound Pretend that one object represents another, especially when objects have characteristics in common Create sound effects and movements, e.g. create the sound of a car, animals 						
ongoing	<p>Weekly singing and action songs</p> <p>Instruments available</p> <p>Open ended tasks in craft, playdough, role play , writing area</p>						

Activity may include	Weather charts Hot and cold colours	Day and night Painting stars/printing stars/collaging stars	Creating our own rockets	create a home for an animal hibernating	Create our own bedtime thing	collage clothes for cold weather/reflective material	Collage a love heart
Vocabulary		making	sticking	creating	Creating	Sticking and gluing	making
Additional Enhancements (Black book focus)			Chinese New Year	Stay and read			Valentines-making biscuits for others Pancake tossing