



Half term foundation subject planning overview

Year: Nursery

Half Term: Spring2

Topic: How does that building stay up?

	Week 1	Week 2	Week 3	Week 4	Week 5		
Overview of key adult led provision	Three Little Pigs (plus WBD)	Where do I live? Our houses	Where do I live? Buildings and places around us and how things are built.	Different types of buildings- castles and towers	Easter Celebrations	Easter Half term	
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? 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						

	What is our favourite book?(WBD) What did the three pigs build their house with?	What does your house look like? What does your house have? Who lives in your house?	Where is.....? What is this? (key photos of local landmarks and key places)	Who would live in a castle? How could we build a castle?	Easter-How do we celebrate Easter? What signs of spring can we see?		
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 chalks 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	Cutting- characters Balancing-blocks	Tweezers- Cutting- houses of different shapes Tongs- moving the blocks	Scrunching paper and tearing paper Cutting- Hammering and pins-houses	Pencil play- princes/princess and knights Mixing and spooning-	Easter egg open and close Easter stickers Easter tweezer with straw		
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	Recap of known rhymes Plus This little piggy	Going to build a house Cheeky chimps tv or tweenies	Around my house rhyme and vehicles	Humpty Dumpty	Hot cross buns		
Activity	Mark making with different coloured paper	Drawing homes and mark making	Recognise logos from local shops Make marks to show the logos	Different buildings shaped paper	Easter cards and Easter egg mark making		
Pen Disco song and focus	3 Hungry like a wolf duran duran	Vertical lines up and down Our House- madness	M Fast food song	rectangles Castle on the hill- ed sheeran	Swirls up (like bounces) Easter is here dance like a bunny		

Activity	Three Little Pigs	In every house, in every street	Martha Maps it out!	Jack and the beanstalk and non fiction Castles	Easter bunnies story		
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	<p>Ten town Separates a group of objects in different ways, beginning to recognise that the total is the same.</p> <p>Say counting words for two year olds</p>	<p>Ten town Selects the correct numeral from 1 to 5, then 1 to 10 objects</p> <p>Uses number words</p>	<p>Ten Town Begins to say the number that is one more than a given number.</p> <p>Compares two groups of objects saying when they have the same number.</p>	<p>Ten town Shows an interest in number problems in a variety of play situations.</p> <p>Shows curiosity about</p>	<p>Ten town Counts up to 3 or 4 (or more) objects by saying one number name for each item.</p> <p>Engage in counting</p>		

			Join in with number songs	numbers by offering comments or asking questions.			
	Counting songs and number stick. Looking at the counters and putting into groups	How many houses can we see? Find that number.	10 little houses songs Counting houses – what is one more?	Match Numicon with numbers Number problems with the vehicles	Large number mats count out correct number of cubes Counting easter eggs		
SSM focus	Begins to notice pattern by talking about shapes or arrangements.	Understands some talk about day and night.	Begins to notice pattern by talking about shapes or arrangements.	Compares and orders items by size. the everyday language, e.g. long, short, heavy, light	Use positional language		
	What pattern comes next? What shape comes next? Which number comes next?	Look at what we do in the day and night	Shape houses, shapes with inset puzzle	Comparing size – fat/thin, long/short, tall/short, wide narrow Measuring dinosaurs with cubes Weighing dinosaurs in balance Use dinosaurs to compare size	Where is the bunny?		
Vocabulary	Counting numbers Shape names circle, square, triangle, rectangle	Day, night, dark, light, moon	Where does this go? What shape can we see? Puzzle? What piece is missing?	fat/thin, long/short, tall/short, wide narrow	Under, next to, inside, behind, in between, on top, above, count, number names		
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
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- N1s and 2 year olds
- 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 materials did the pigs you? Which objects can we blow? Exploring materials and weight	Where do you live? What does it look like? Who lives with you? Explore different houses	What is there in Thornaby?	How are things made? Jobs that are needed to make a house? How do we grow a beanstalk?	How do you celebrate Easter?		
Vocabulary	Heavy, light, big, small, materials	Home, house different style houses	Local area vocab and maps	Jobs -construction, diggers, growing	Easter		

- Expressive arts and design
- 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
- N1's and 2 year olds
- 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

	<ul style="list-style-type: none"> 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	Weekly singing and action songs Instruments available Open ended tasks in craft, playdough, role play , writing area						
Activity may include	WBD activities Sticking with straws	Making houses - junk modelling	Painting key logos from our area and landmarks e.g. five lamps	Castles-painting Making and designing castles	Easter cards		
Vocabulary		making	sticking	creating	Creating	Sticking and gluing	making
Additional Enhancements (Black book focus)	WBD			Stay and count			