

Ordsall Primary School Nursery Class Spring Term Plan

Our Mission

At Ordsall Primary School, it is our mission to be a school community where we can all 'be the best that we can be'.

Our Vision

To ensure that every child can achieve their full potential by enabling them to **"Play, Learn and Grow Together"**.

Playing together will help us to:

- develop curiosity of mind and spirit;
 - create, explore and discover;
 - adapt and cooperate;
- learn, practise and master skills.

Learning together will help us to:

- experience wider opportunities beyond the school;
- develop essential skills, knowledge and understanding;
- build character, resilience, confidence and independence;
 - communication and collaborate as part of a team;
- apply learning across a broad, balanced, rich and exciting curriculum.

Growing together will help us to:

- know that we all have the same rights and needs;
 - know what is right and wrong;
 - develop tolerance, acceptance and integrity;
 - inspire others and celebrate every achievement;
- work together, in partnership, as a wider community of learners.

Our Values

Our RESPECT values of Resilience, Effort, Support, Passion, Enrichment, Compassion and Teamwork reflect the way we work, behave and learn. We use them to achieve our vision.

We want everyone at Ordsall Primary School to:

Be **RESILIENT** at all times.

Give 100% **EFFORT**.

SUPPORT others and ourselves.

Show **PASSION** in all we do.

Take part in **ENRICHMENT** opportunities.

Treat everyone with **COMPASSION**.

Use **TEAMWORK** to achieve



Nursery Class Spring Plan

Spring Topic – Learn

Prime Areas

7 Areas of Learnings in EYFS	<p>What are children going to learn?</p> <p>Objective/ Skills (taken from the EYFS Nursery progression map)</p> <p>By the end of Spring 2 children in Nursery Class will be able to:</p>	Key Vocabulary (taken from whole school subject progression maps)
<p>Personal, Social and Emotional Development</p>	<p>I am independent in my play. I am beginning to show concentration in my play. I help my friends and adults in setting, e.g. during play activities and group tasks. I am starting to interact with visitors in nursery. I can cope with small changes to routine. I am beginning to elaborate my play ideas through talk. I am beginning to understand how to respond to my friends wishes. I am beginning to understand why it is important to make good choices. I follow the boundaries and routines in nursery with few reminders. I am learning to calm myself when I feel angry or upset. I can tell you when I feel happy or sad. I can say how a character in a story is feeling. I can pull up a zip that has been started for me. I can get my coat from my peg put my coat on independently. I use the toilet and wash hands independently. I can put my straw into my milk carton independently. I am beginning to know what is healthy for me, e.g. by sorting healthy and unhealthy foods.</p>	<p>Resilience, perseverance, challenge, rules, happy, sad, angry, cross, upset, feelings, angry, happy, excited, nervous, sharing, taking turns, routine, friend, team, respect, friendship</p>
<p>Communication and Language</p>	<p>I am beginning to talk about what happened in a story. I am able to use several 'new' words in context in my speech. I answer/follow simple questions/instructions. I am beginning to respond to two-part questions/instructions. I am beginning to understand and respond to 'why' questions. I know several rhymes, action rhymes and songs and join in confidently. I am developing my communication with others and they understand what I am saying clearly. I am beginning to use longer sentences. I am able to initiate a conversation with an adult or child. I am beginning to use talk to organise my play activities.</p>	<p>Respect, rhyme, nursery rhyme, sing, song, listen, ideas</p>
<p>Physical Development</p>	<p>I can move by walking, running, balancing, using ride on toys. I can kick and throw a ball. I can go up steps, stairs and apparatus, using alternate feet with the support of a hand or bannister. I am learning how to skip, hop and stand on one leg. I show interest in the marks I make when using gross motor skills. I am learning to play ring games. I can move in a variety of ways; e.g. crawl, run, roll, slide. I can attempt to walk across a plank, with support. I am beginning to choose the right resources to complete a task safely. I am beginning to understand that others can help me complete a challenge. I am developing my use of one-handed tools and equipment, e.g. scissors, paintbrush, pencil. I am moving towards a comfortable and consistent grip when holding pens and pencils. I can get my coat from my peg put my coat on.</p>	<p>Skip, hop, walk, run, walk, jump, throw, balance, safely, fast, slow, partner, team</p>

Specific Areas

<p>Literacy</p>	<p>I can point to some familiar print in the classroom environment and talk about what it means. I hold a book the right way up and turn pages correctly. I can say/sing several action songs and rhymes. I can listen for rhyming words and fill in the 'rhyming' gaps in a story, rhyme or song. I can clap the beats in my name and clap a steady beat to a song. I can tell you the sound at the beginning of my name. I can sometimes recognise words with the same initial sound, such as money and mother. I can talk about a story using the pictures. I can recognise my name. My mark making is becoming letter like shapes to represent handwriting. I am beginning to write some letters, such as letters from my name.</p>	<p>Title, front cover, back cover, page, picture, blurb, rhyme, letter</p>
<p>Maths</p>	<p>I can say one number name for each item in order I can recite numbers to 5 I show fast recognition of up to 3 objects, without having to count them individually (subitising) I can show finger numbers up to 3 I can link numerals to amounts within 3, e.g. giving 2 objects when I see the number 2 I know that the last number reached when counting tells you how many there are in total (cardinal principle) I can understand position through words alone, such as 'the bag is under the table' or 'the pen is on the mat' without pointing I can use words to describe a familiar route I can discuss locations using words such as 'behind' or 'in front of' I can notice an error in a repeating pattern I can make comparisons between objects relating to properties such as size, length, weight and capacity</p>	<p>Tall, big, little, middle size, small, medium, long, short, tiny, large, heavy, light, full, empty, next to, between, behind, under, in front, shapes, square, circle, rectangle, triangle</p>
<p>Understanding the World</p>	<p>I am beginning to explore my five senses (taste, touch, listen, see, smell) I am beginning to notice similarities and differences between objects varying in properties such as wooden and plastic. I am beginning to talk about different forces I can feel such as push/pull. I can tell you what I see around me. I can tell you about my family members. I am beginning to recognise the jobs that people in stories are doing. I am beginning to explore how things work. I know that plants and animals are living things. I can plant a seed and watch it grow. I beginning to understand life cycles. I handle living things carefully. I am beginning to know that I live in England and that there are different countries in the world e.g. places linked to families such as EAL pupils, places visited on holidays, places featured in books.</p>	<p>Growing, garden, soil, water, push, pull, force, friends, family</p>

<p>Express Arts and Design</p>	<p>I can use the role play equipment appropriately. I can use small world to imagine. I can build with a purpose. I can use a range of creative materials to make pictures and models. I am beginning to develop my own ideas of what to make/draw and how to make/draw it. I can join things together with glue or tape. I am beginning to use shapes and lines to represent objects or people. I can draw a picture and tell you about it. I can draw/paint a picture that shows 'happy'. I can use paints to explore colour mixing. I can listen to sounds around me. I am beginning to tell you about what I have heard. I know several nursery rhymes and songs that I am beginning to sing in tune. I can sing loudly and quietly. I can play an instrument loudly and quietly, fast and slow.</p>	<p>Music, clap, sing, listening, paint, paintbrush, nursery rhyme, loud, quiet, instrument, beat, cut, stick, model, plan, design, make, cardboard, paper, plastic, tube, box</p>
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How will children learn?

Possible Themes & Interests Linked to objective/ skills	Winter w/b 5 th January	People Who Help Us Every Day w/b 12 th January	Healthcare Helpers w/b 19 th January	Safety Superheroes w/b 26 th January	Animal Helpers in the Community w/b 2 nd February	Helping Hands w/b 9 th February
<p>Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)</p>	<p>I Love The Seasons: Winter by Lizzie Scott – changes in winter, winter animals, winter experiences</p> 	<p>Real Superheroes by Julia Seal Shopkeepers, bakers, café workers, delivery drivers, bin lorry drivers</p> 	<p>Lily's Adventures in Beacon Hospital: A Social Story by Beacon Hospital IE - Doctors, nurses, dentists, paramedics</p> 	<p>What I Want to be by Victoria Abbott (online story) Police men, firemen, security guards, lifeguards</p> 	<p>Flash Animation by Guide Dogs (video) Guide dogs, police horses, therapy pets</p> 	<p>The Little Gardener by Emily Hughes Cleaners, teachers, gardeners, builders</p> 
<p>Poems and Rhymes across the term</p>	<p>Traditional Nursery Rhymes, Singing Kettle, Miss Polly Had a Dolly, 5 Little Monkeys</p>					
<p>Books Following Possible Themes – story time</p>	<p>Pip and Posy: The Snowy Day by Axel Scheffler</p> 	<p>I'm the Bin Lorry Driver by Katie Woolley</p> 	<p>Dream You'll Be by Joseph T. Garcia (online story)</p> 	<p>Charlie the Firefighter by Twinkl Originals</p> 	<p>Therapy Animals by Twinkl</p> 	<p>Busy People: Teacher</p> 
<p>Visits/Visitors/ Special Event Days</p>	<p>Signs of Winter Walk Hot Chocolate tasting</p>	<p>Potentially Community Helper visits</p>			<p>Guide dog visit – 4/2/26</p>	<p>Planting seeds</p>

Prime Areas
Intentions and Outcomes to be covered across the term

Personal, Social Emotional Development

To play using resources from the classroom.
 To help my teachers and other adults in school.
 To show some confidence when we have a visitor in our class.
 To manage transitions with growing ease, e.g. going to the hall for an activity.
 To play nicely with my friends and understand how I can be kind.
 To usually follow the school rules and show the RESPECT values.
 To begin to learn how to control big feelings.
 To say how a character in a story is feeling.
 To get my own coat from my peg and pull up the zip once it has been started for me.
 To use the toilet and wash hands independently.
 To put my straw into my milk carton independently.
 To begin to know what is healthy for me, e.g. by sorting healthy and unhealthy foods.

Communication and Language

To talk about what happened in a story.
 To use several 'new' words in context in my speech.
 To answer/follow simple questions/instructions.
 To begin to respond to two-part questions/instructions.
 To begin to understand and respond to 'why' questions.
 To know several rhymes, action rhymes and songs and join in confidently.
 To develop my communication with others so that they understand what I am trying to say.
 To begin to use longer sentences.
 To initiate a conversation with an adult or child.
 To use talk within my play.

Physical Development

To confidently walk, run, balance on equipment and use the bikes or scooters outside.
 To kick and throw a ball.
 To go up steps using alternate feet
 To begin to skip, hop and stand on one leg.
 To show interest in the marks I make when using gross motor skills.
 To join in with group ring games.
 To start to move in a variety of ways; e.g. crawl, run, roll, slide.
 To choose the right resources to complete a task safely.
 To understand that others can help me complete a challenge.
 To develop my use of one-handed tools and equipment, e.g. scissors, paintbrush, pencil.
 To start to use a comfortable and consistent grip when holding pens and pencils.
 To get my coat from my peg put my coat on.

Specific Areas
Intentions and Outcomes to be covered across the term

Literacy

To recognise some familiar print that is in the environment.
 To hold a book the right way up and turn pages correctly.
 To say/sing several action songs and rhymes.
 To listen for rhyming words and fill in the 'rhyming' gaps in a story, rhyme or song.
 To clap the beats in my name and clap a steady beat to a song.
 To tell you the sound at the beginning of my name.
 To sometimes recognise words with the same initial sound, such as money and mother.
 To talk about a story using the pictures.
 To recognise my name.
 To make shapes that could be seen as letters during my mark making.
 To begin to write some letters, such as letters from my name.

Maths

I can say one number name for each item in order
 I can recite numbers to 5
 I show fast recognition of up to 3 objects, without having to count them individually (subitising)
 I can show finger numbers up to 3
 I can link numerals to amounts within 3, e.g. giving 2 objects when I see the number 2
 I know that the last number reached when counting tells you how many there are in total (cardinal principle)
 I can understand position through words alone, such as 'the bag is under the table' or 'the pen is on the mat' without pointing
 I can use words to describe a familiar route
 I can discuss locations using words such as 'behind' or 'in front of'
 I can notice an error in a repeating pattern
 I can make comparisons between objects relating to properties such as size, length, weight and capacity

Understanding the World

To begin to explore my five senses (taste, touch, listen, see, smell)
 To begin to notice similarities and differences between objects varying in properties such as wooden and plastic.
 To begin to talk about different forces I can feel such as push/pull.
 To tell you what I see around me.
 To tell you about my family members.
 To recognise the jobs that people in stories are doing.
 To explore how things work.
 To know that plants and animals are living things.
 To plant a seed and watch it grow.
 To begin to understand life cycles.
 To handle living things carefully
 To begin to know that I live in England and that there are different countries in the world.

Expressive Arts and Design

To use the role play equipment appropriately.
 To use small world to imagine.
 To build with a purpose.
 To use a range of creative materials to make pictures and models.
 To begin to think about what I can make, and how I can make it.
 To join things together with glue or tape.
 To use shapes and lines to represent objects or people.
 To draw a picture and tell you about it.
 To use paints to explore colour mixing.
 To listen to sounds around me and to tell you what I have heard.
 To know several nursery rhymes and songs that I am beginning to sing in tune.
 To sing loudly and quietly.
 To play an instrument loudly and quietly, fast and slow.


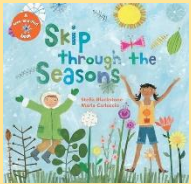
Religious Education

- Celebrations: Shrove Tuesday – 17/2/26

Nursery Class Spring 2 Plan

Spring Topic – Play

How will children learn?

Possible Themes & Interests Linked to objective/ skills	Spring					
Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)	<p>I Love The Seasons: Spring by Lizzie Scott – changes in Spring, new life, Spring animals, growth</p> 					
Poems and Rhymes across the term						
Books Following Possible Themes – story time	<p>Skip Through The Seasons by Stella Blackstone (online book)</p> 					
Visits/Visitors/ Special Event Days						

Prime Areas

Intentions and Outcomes to be covered across the term

Personal, Social Emotional Development -	Communication and Language -	Physical Development -
Specific Areas Intentions and Outcomes to be covered across the term		
Literacy -	Maths - -	
Understanding the World -	Expressive Arts and Design -	