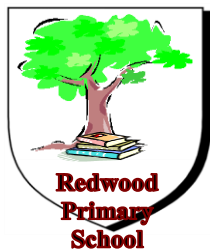


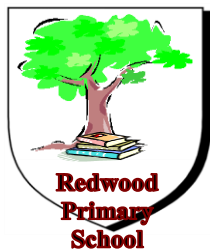
Redwood Primary School Curriculum Map for Nursery Term: Spring

Prior learning	During the Autumn Term, the children will have had the opportunity to celebrate their talents, think about the things that make them similar to their friends and the things that are unique to them. They will have explored what family means and how different families celebrate special times.	
Theme	Up, up and away Main focus: The natural world, STEM (Science, Technology, Engineering and Maths)	Green fingers Main focus: The natural world, creating art
Key Texts	Spring Term One Zoom, rocket, zoom: Week one and two How to catch a star: Week three and four On the moon: Week five and six Additional texts: Roaring rockets, Whatever next	Spring Term Two Ten seeds: Week one and two Sam plants a sunflower: Week three and four A seed in need: Week five Additional texts: The enormous turnip, Jasper's beanstalk
	What will I be learning about during this unit?	What new vocabulary will I learn during this unit of work?
Communication and Language	<ul style="list-style-type: none"> • I will learn and use new words like angry, calm and upset to tell my friends how I am feeling. • I will listen to instructions that ask me to do two different things (like get your coat and stand by the door) and then try to carry them out. • When someone asks me a 'why question' I will think about my answer and then tell my friends what I think. • I will start to use new words that help me to describe things such as big/small, fast/slow and bendy/spiky. • I will learn to sing ten nursery rhymes all by myself and share these with my grown-ups at home. • I will talk with my friends about the stories I like and about the parts of them that are my favourite. 	Why, because, favourite, character, next, then, after
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • I will try to make new friends so that I don't always play with the same children. • I will try to think about how my friends might be feeling by looking at their face or by listening to the things they are saying. • If I want something that one of my friends has, I will try to use nice words to ask them if I can play with it next. • I will try to sort out problems for myself, but remember that an adult is always close by to help me if I can't. 	Name feelings: happy, sad, angry, worried, friends, rules



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<p>Physical Development</p>	<ul style="list-style-type: none"> • I know that sometimes things are hard and I will try my best not to give up. • I will begin to use a range of scooters, steppers and even balance bikes when I am ready. • I will learn sequences of movements to special pieces of music, which I will then perform with my friends. • I will think about the best way to complete tricky tasks like how to get across a high plank or get down from a stack of crates. • I will use the hand I like best to draw and write. I will start to use this hand to use different tools like scissors and even hammers and saws when we have 'woodwork Wednesdays'. • I will try to use the toilet by myself and remember to flush the toilet and wash my hands when I am finished. 	<p>Pencil, pinch, thumb, finger, crawl, walk, run, zip, balance, pedal, push, pull</p>
<p>Literacy</p>	<ul style="list-style-type: none"> • I will learn and use new words such as page, next, order and last to help me talk about the books I love. • I will put on little shows with my friends where we retell our favourite stories in our own words. • I will start to write things like lists, letters and postcards using my own range of marks. • I will start to write my name by using my name card to help me. I may even start to write some letters without even looking at it! • I will start to clap out the 'beats' (syllables) in words. • I will learn about words that rhyme (words that have the same sound at the end) and words that start with the same sound. 	<p>Same, different, name, letters, pages, order, first, next, last</p>
<p>Maths</p>	<ul style="list-style-type: none"> • I will be able to look at a group of up to three items and say how many there are without even counting. • Through songs and rhymes, I will learn to count to ten. • I will know that the last number I say when I count a small group of items will tell me how many there are. • When I am playing with my friends, I will use words like 'in front of' and 'behind' to help them find the things they need. • I will start to use words like bigger/smaller, longer/shorter and heavier/lighter to compare two things. 	<p>Numbers: 1, 2, 3, 4, 5, forwards, backwards, turn, in front of, behind, on top of, underneath, below</p>



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<p>Understanding the World</p>	<ul style="list-style-type: none"> • When we go on our weekly adventures onto the field, I will use my senses to explore the changes I see. This will help me to develop a love for the natural world around me. • By taking care of our nursery garden and vegetable patch, I will understand what plants need to help them grow. I will also plant my own seeds and seedlings and watch how they grow. • By taking care of Frank, the nursery pet goldfish, and making feeders for the birds I will begin to understand how living things need to be looked after and cared for. • I will explore different materials as I build the things I need to be able to travel in space! <p>RE: Special places/special times</p> <ul style="list-style-type: none"> • I will talk with my friends about all the places that are special to me. • I will learn about the places that are special to my friends. • Special events: All Different, All Special' fortnight, Easter Bonnet Workshop with families. Easter Bonnet Parade 	<p>Space, rocket, stars, planets, astronaut</p> <p>Spring, weather, grow, change, sun, rain</p> <p>Soil, mud, seed, plant, water, look after, care for, push, pull, squeeze, squash, twist, flatten, roll</p> <p>RE: Home, school, Church, Temple, Mosque, Gurdvara Easter, Christian, celebrate, bonnet, parade</p>
<p>Expressive arts and design</p>	<ul style="list-style-type: none"> • I will make models by using the things around me. I will try to solve problems by myself, like how to attach different things to my rocket to make it go faster. • I will talk about the things I make with my friends. • I will make things like cities, pirate ships, rockets, homes and even different planets by myself or with my friends. • I will think carefully about the things I choose to make my models out of. For example, should I use paper or yogurt pots to make a boat? • I will listen to the grown up and try to copy their tune when they sing, sometimes going up or down in pitch. 	<p>Kandinsky, art, artist, mark-making, colours, line, paint, brush, pencil, mix, design, hygiene</p> <p>Make, pretend, paper, card, foil, glue, glitter, stick, change, copy, loud, soft, low, high</p>
<p>Enrichment</p>	<p>Spring Term One Wow factor: Wintery walk on the field Fabulous finish: Planting and looking after our vegetable patch</p>	<p>Spring Term Two Wow factor: Rolling down hills Fabulous finish: Easter egg hunt</p>