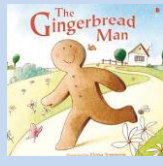
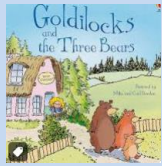


# Nursery

## Winter Wonderland and Traditional Tales



### Personal Social Emotional Development (PSED)

Beginning to understand personal awareness and its purpose in safety

Building confidence in trying new activities

Working as part of a group or a class

Showing sensitivity to others needs and feelings

Forming positive relationships with adults and children

Discussing own preferences and reasons why

### Mathematics (M)

Show me 1,2,3

Move and label 1,2,3

Explore position and routes

Explore patterns

### Literacy (L)

Joins in with familiar rhymes and stories

Singling nursery rhymes such as When Goldilocks went to the house of bears and I'm a little teapot

Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books

Story times/ topic learning Sequences stories/ events (not always in order)

Identifies characters/ settings/ events in stories such as The Gingerbread Man and Goldilocks and the Three Bears.

Mark making using pens/ pencils/ chalks/ paintbrushes.

Follows large pattern outlines such as wavy lines or straight lines.

Can give meaning to the marks they make.

### Expressive Arts & Design (EAD)

#### **Explore:**

Collage animals from the story

Painting the three bears - using different size brushes for texture

Talks about how music makes them feel

Sings a selection of nursery rhymes/ songs from memory

### Understanding the World (UW)

#### **Chronology:**

Comments on fictional characters in stories (traditional tales)

#### **Enquiry:**

Talk about differences between materials and changes - making porridge.

#### **RE:**

To know how Chinese New Year is celebrated

### Physical Development (PD)

Gross motor skills - moving like a polar bear, penguin, wolves (stomp, tip toes, crawl)

Fine motor- Squiggle whilst you wiggle

Outdoors: Movement to keep our bodies warm, recognising changes in the body when we exercise.

Recognising danger & developing awareness of safety- weather changes. Appropriate clothing for outdoors.

Knowing what makes us healthy

Putting on gloves/scarves

### Communication and Language (CL)

Responding to questions and instructions directed to them

Following two-part instructions

Taking part in short exchanges with others - listening and responding to adults and peers

Articulating and speaking clearly

Expressing wants and needs, such as asking for particular resources

