**crest**

**ST CHARLES CATHOLIC PRIMARY SCHOOL**

**What is my child learning this half term?**

**Nursery Spring 1 2025**

**crest**

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| **C&L** | **PSED** | **PD** |
| To listen to longer stories and can remember much of what happens.  To shift from one task to another if an adult fully gets my attention e.g. uses my name.  To listen and attend to a dialogue in a small group of 3 children.  To understand a two-part question or instruction in a familiar context with gestures.  To understand ‘who’ and ‘where’ questions, like: “Where is the monkey?”  To understand prepositions in front and behind.  To answer simple questions about myself.  I am beginning to take part in two-way conversations.  To use a wider range of key vocabulary relating to taught topics.  To begin to sing a range of songs familiar to me.  To be able to talk about a familiar book, and be able to tell a short story or personal anecdote.  To use future and past tenses though they may not always be correct.  To join sentences with ‘and’.  To use talk to organise myself and my play.  To express a point of view using words as well as actions.  To initiate conversation with an adult or friend, attempting to continue the dialogue.  To pronounce the sounds n, k, g, d, h, f, y clearly | To begin to identify some different feelings and emotions.  To begin to suggest how others might be feeling.  To begin to help find solutions to conflicts with adult support.  To begin to select activities and use resources to achieve a goal with support.  To follow classroom rules and routines with limited guidance.  To become more independent at dressing/undressing e.g. take coats on/off will limited support, can attend to own toileting needs with more independence.  To identify healthy/unhealthy foods and drinks.  To understand there are different classes within our school and that I will progress through them.  To engage in play with one or more other children, taking turns with support.  To seek out familiar adults and peers to share play experiences with. | To throw a large ball.  To mount climbing equipment using alternate feet.  To show an understanding of factors that support their health.  To begin to run skilfully and negotiate space around them.  To begin to show an understanding of the need for safety.  To use a range of one-handed tools competently, safely and confidently. |
| **RE** | **LITERACY** | **MATHS** |
| **Branch 3 – From Galilee to Jerusalem**  The Wise Men visit Jesus. Jesus welcomes the little children. Jesus blesses the little children.  Jesus was born for everyone.  The Glory Be is a special prayer.  Show love to everyone like Jesus.  **Branch 4 – From Desert to Garden**  Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (Great Commandment)  Caring for other in Lent. Jesus died on a cross. Jesus rose and we celebrate.  Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden.  Care for others. Celebrate with signs and symbols – Hot Cross Buns, garden growth, Easter eggs | To talk about and describe the sounds I hear in the environment. (aspect 1)  To talk about and describe different instrumental sounds. (aspect 2)  To describe the sounds I can make with my body and make connections between those and other sounds I am familiar with. (aspect 3)  To identify words that rhyme. (aspect 4)  To identify words that begin with the same initial sound. (aspect 5)  To recreate a variety of different voice sounds, including some letter sounds.  To develop my awareness of oral blending and segmenting VC and CVC words. (aspect 7)  To understand that print carries meaning.  To identify the front and back cover of a book.  To recognise some print in the environment.  To read own name without visual support.  To use story talk when playing independently and begin to use vocabulary from a familiar story.  To be able to answer more complex questions about a familiar text.  To use props and resources to retell familiar stories.  To use letter like shapes when mark making.  To engage in purposeful mark making, giving meaning to the marks I make.  Key Texts   * ‘I Can Fly’ by Fifi Kuo * ‘Dinosaur Roar!’ by Paul and Henrietta Stickland * ‘We’re Going on a Bear Hunt’ by Michael Rosen * ‘Handa’s Surprise’ by Eileen Browne | To develop fast recognition of 1 and 2 objects, without having to count them individually, (subitising)  To say one number for each item in order. (1:1 correspondence)  To know that the last number reached when counting a small set of objects tells you how many there are in total. (cardinal principle)  To link numerals and amounts.  To solve real world problems with numbers up to 3.  To talk about and explore 2D shapes using informal and mathematical language.  To select shapes appropriately.  To combine shapes to make new ones.  To understand position through words alone.  To make comparisons between objects relating to length.  To compare quantities using language more than |
| **UTW** | **EAD** | **KEY DATES/EVENTS** |
| To talk about the days of the week and understand there is an order.  To talk about significant events that are relevant to me.  To talk about how I change as I grow.  To talk about experiences of visitors and visits I have been on.  To draw information from a simple map.  To show an interest in different occupations.  To talk about the differences in weather and clothing in different countries.  To recall parts of a simple religious story.  To begin to understand that my culture and traditions may be the same or different to others. (New Year/Chinese New Year, Easter – Christian, Purim - Jewish)  To talk about the differences between materials and changes I notice.  To explore and talk about different forces I can feel.  To talk about what I see, using more specific vocabulary. | To explore colour and colour mixing.  To create enclosed shapes such as circles.  To show different emotions in my drawings and paintings.  To use different approaches to drawing/painting, with a goal in mind.  To begin to join different materials and explore different textures.  To explore more complex construction equipment, with a goal in mind.  To participate in pretend play linked to their home and school experiences, using an object to represent something else.  To engage in story talk and build more complex ‘small words’.  To remember and sing much of a longer song.  To sing the melodic shape of familiar songs. (moving melody such as up and down, down and up)  To use an instrument to match an emotion or for a purpose in a story.  To talk about how different music makes you feel. | Subway Visit  Stay and Play for Parents |
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