





## Curriculum Information – Nursery – Spring 1

<p style="text-align: center;"><b>Class Saint</b></p> 	<p><b><u>St. Mary, Mother of God</u></b></p> <p>St. Mary, the Mother of God, is the mother of Jesus Christ. She is honoured because she said “yes” to God and helped bring His Son into the world. Mary shows us how to trust and follow God. Many Christians pray to her for guidance and protection, and she is a model of love and faith for all families.</p> <p><b>Feast Day:</b> Celebrated on January 1<sup>st</sup>.</p> <p>The feast day is celebrated in school on Tuesday 20<sup>th</sup> January with a time for prayer and reflection.</p>	 <p><b><u>CST Link: Care for God’s Creation (Stewardship)</u></b></p> <p>We will be making bird feeders and a bug hotel to help look after the wonderful world that God has created.</p>
<p style="text-align: center;"><b>RE</b></p> 	<p><b><u>Christmas</u></b></p> <p>We will learn that Christmas is Jesus’ birthday and that Mary is his mother. We will listen to the Christmas story and will be able to recall some of the important events.</p> <p><b><u>God’s Family</u></b></p> <p>We will think about the people who care for us and be able to give thanks for these people. We will learn that Sunday is an important day and why. We will visit church and recall some of the things that we have seen. We will meet the priest, Fr. George and will learn his name.</p>	
<p>Communication and Language</p>	<p>This term, we will be focusing on developing children’s speaking and listening skills through fun and interactive activities. Here’s what we’ll be covering:</p> <ul style="list-style-type: none"> <li>• We will continue to sing nursery rhymes daily and will encourage the children to join in with familiar words and actions.</li> <li>• Learning new words and starting to use them more often and in the right situations. By around 3 years old, children usually use about 300 words, including words like <i>I, me, you, and they</i>. They may not always use these words correctly at first, and that’s okay.</li> <li>• Starting to understand and use position words, such as <i>in, on, under, and next to</i>.</li> <li>• Starting to make simple comments about what they see or notice. Begin to explain things, and trying out new words that they have learnt.</li> <li>• Starting to join in conversations and retell simple stories, remembering some parts of familiar stories.</li> <li>• Starting conversations with other people on their own.</li> <li>• Starting to understand words that tell you to do something, like <i>run, jump, or clap</i>.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Can follow simple instructions with two important words, like 'pick up toy' or 'give me cup.'</li> </ul>
<p>Physical Development</p>	<p>This term, we will be developing children's fine motor skills and independence through a variety of hands-on activities. Here's what we'll focus on:</p> <ul style="list-style-type: none"> <li>• Scissor skills: Getting more confident using scissors, holding them properly and making small snips on their own.</li> <li>• Funky finger activities: Doing fun hand and finger exercises to build strength and control, like pouring with jugs or scoops, using water toys, and squeezing pipettes.</li> <li>• Dough disco: Doing daily dough exercises to practice hand movements, focusing on the first five moves.</li> <li>• Music and movement: Joining in music and movement activities with confidence, trying different ways of moving, and remembering movement patterns in familiar songs.</li> <li>• Wiggle into squiggle: Continuing fun activities that help children practice moving their bodies and hands for writing readiness.</li> </ul> <p><b>Dressing skills</b></p> <ul style="list-style-type: none"> <li>• Independent dressing: Starting to get dressed with less help from adults and learning to do some things on their own.</li> <li>• Coat skills: Can hang up and get their own coat.</li> <li>• Putting on and taking off clothes: Can put on and take off coat, hat, and scarf, and can finish zipping up once it's started.</li> </ul>
<p>Personal, Social and Emotional Development</p>	<p>This term, we will be supporting children in building independence, resilience, and social skills through a range of activities. Here's what we'll be focusing on:</p> <ul style="list-style-type: none"> <li>• Following routines: Starting to follow some daily routines on their own, such as putting their own belongings away in the morning.</li> <li>• Following rules: Increasingly able to follow class and school rules when reminded, such as putting the toys away when finished playing.</li> <li>• Exploring classroom areas: Trying out different areas of the classroom with a little encouragement.</li> <li>• Using activities independently: Using familiar activities and resources more independently.</li> <li>• Snack time: Can get their own snack and wash and dry their hands on their own.</li> <li>• Helping and responsibility: Learning to take responsibility and help with small jobs.</li> <li>• Toileting: Usually stays dry and clean during the day.</li> <li>• Understanding emotions: Starting to understand more feelings and relate them to their own experiences.</li> <li>• Road safety: Learning how to stay safe when walking near roads and following road safety rules.</li> </ul>

	<ul style="list-style-type: none"> <li>• Online safety: Learning how to stay safe when using devices, including on Safer Internet Day.</li> <li>• Positive contribution to the world: Learning that they can make a positive difference to the environment and the world around them.</li> </ul>
Literacy	<p><b>Reading</b></p> <p>This term we will be supporting our children to develop a life-long love of reading. Here's what we will be focusing on:</p> <ul style="list-style-type: none"> <li>• Handling books: "Learning to hold books carefully and the right way up."</li> <li>• Parts of a book: "Starting to learn different parts of a book, like the front cover and title."</li> <li>• Talking about stories: Starting to talk about and retell stories, remembering some parts of familiar stories.</li> </ul> <p>Children will also begin to recognise their own name from a small group of names and will start to recognise the letters in their name.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Practicing copying lines and circles using different materials.</li> <li>• Exploring different writing tools and starting to use them to show meaning.</li> <li>• Developing early writing skills through movement activities (like "wiggle into squiggle").</li> <li>• Recognizing and matching the letters in their first name.</li> <li>• Building their name with help, starting with the first letter(s).</li> </ul> <p><b>Phonics</b></p> <p>Rhythm: Children are learning to notice sounds in words, like counting or clapping the beats (syllables) in a word.</p> <p>Rhyme: Children are learning to listen to sounds in words and can start to notice and make rhyming words</p>
Maths	<p>We will be:</p> <ul style="list-style-type: none"> <li>• Exploring simple repeating patterns.</li> <li>• Learning about numbers 3 and 4.</li> </ul>
Understanding the World	<p>This term, children will be developing their knowledge and understanding of the world by exploring our wonderful world.</p> <ul style="list-style-type: none"> <li>• Freezing and melting: Exploring ice and melting through hands-on activities, talking about how materials change, and learning new words like ice, cold, and melt.</li> <li>• Winter season: Learning about Winter, noticing changes in the weather compared to Autumn, and using new words to describe what they see.</li> </ul>

	<ul style="list-style-type: none"> <li>• Bird feeders and a bug hotel: Making bird feeders and a bug hotel in our playground, learning to care for and respect nature and animals. We will learn that it is our duty to care for God’s creation.</li> <li>• Jungle animals: Learning the names of some jungle animals, where they live in the wild, and that there are different countries in the world.</li> <li>• Porridge cooking: Making and tasting porridge, seeing how adding ingredients and heat changes it, and talking about those changes.”</li> <li>• Online safety: Learning how to stay safe when using devices, listening to stories like Smartie the Penguin</li> </ul>
Expressive Arts and Design	<p>This term, we will be encouraging creativity and imagination through a variety of exciting activities. Imaginative play will be a key focus, allowing children to take on roles, create stories, and express ideas in role-play areas and small world setups.</p> <ul style="list-style-type: none"> <li>• Exploring writing: Starting to try out different writing tools and giving their marks different meanings.</li> <li>• Collages and art: Trying out different materials to make collages and simple pictures, talking about their choices, e.g., ‘This is snow.’”</li> <li>• Expressing emotions through art and music: Learning to show different feelings in art and music, like making faces with fruit and veg or drawing and painting to show emotions.</li> <li>• Music listening: Listening carefully to music, responding to what they hear, and sharing their thoughts and feelings.</li> <li>• Colour mixing: Exploring colours by mixing paints in open-ended activities.</li> <li>• Construction play: Using building materials to make simple models or pictures.</li> <li>• Rhythm and rhyme: Learning to follow a steady beat, tap out rhythms, and add sounds or movements to stories like Goldilocks and the Three Bears.</li> <li>• Drawing skills: Starting to use closed shapes to represent objects in their own drawings and paintings.</li> <li>• Cooking activity: Making and tasting porridge.</li> </ul>
Key events for the half term	<ul style="list-style-type: none"> <li>• Tuesday 20<sup>th</sup> January 2.30pm – prayer time in class with your child to celebrate the feast of our class Saint, St. Mary, Mother of God.</li> <li>• Tuesday 3<sup>rd</sup> February – parents evening</li> <li>• Wednesday 4<sup>th</sup> February – parents evening</li> </ul>
Homework	<ul style="list-style-type: none"> <li>• Reading at home should take place three to five times a week. This will be monitored through daily diary checks.</li> <li>• To help children develop a love of reading, read stories to your child daily. We have a class library box available to support with this.</li> <li>• The parent weekly focus sheet is sent home each week. These inform you of what we are covering each week with the children, provide important reminders and provide example activities or worksheets for your child to complete at home. Please ensure you take the time to do these activities with your child at home. Please comment on how your child has got on with the suggested activities in their reading diary.</li> </ul>