

**YEAR: Nursery Spring 1**

**THEME: Once Upon a Time**

**Related Units: Winter, The Three little pigs, Jack and the Beanstalk, Goldilocks and The Three Bears, Chinese New Year and The Gingerbread Man**

| Unit overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Vocabulary                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                    | Related Books/Resources                                                                                                                                                                                                                                                                   |
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| <p><b>Stories</b><br/><b>Enquiry Question:</b> What happens in my favourite story?</p> <p>Children listen to, recall and re-enact some well-known fairytales. They develop their understanding of how stories are structured through the use of ‘who’, ‘where’, ‘what doing’ and ‘what’ questions. This allows children to become more interested in books and reading in general.</p> <p>Children will learn to express their preferences for stories shared at school and at home. This supports the development of self-confidence and social communication skills.</p> | <p><b>New Vocabulary</b></p> <ul style="list-style-type: none"><li>• fairytale</li><li>• characters</li><li>• who</li><li>• what doing</li><li>• what</li><li>• where</li><li>• why</li><li>• Lunar New Year</li><li>• celebration</li><li>• story</li><li>• fiction</li><li>• “Once upon a time”</li><li>• “the end”</li></ul> | <p><b>Previously Taught (Revise)</b></p> <ul style="list-style-type: none"><li>• emotion</li><li>• angry</li><li>• sad</li><li>• happy</li><li>• excited</li><li>• scared</li><li>• calm</li></ul> | <ul style="list-style-type: none"><li>• The Three Little Pigs</li><li>• Goldilocks and the Three Bears</li><li>• Jack and the Beanstalk</li><li>• Jasper’s beanstalk</li><li>• I love Chinese New Year</li><li>• We’re going on a bear hunt</li><li>• Guess how much I love you</li></ul> |

| Themes and Cross Curricular Links                                                                                                   | Key Opportunities                                        | Outcomes                                                                                                                                                                                       |
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| <p><b>British Values / Philosophy / SMSC</b></p> <p>Individual liberty</p> <p><b>Personal, Social and Emotional Development</b></p> | <p><b>Personal, Social and Emotional Development</b></p> | <ul style="list-style-type: none"><li>• Show confidence in new contexts</li><li>• Have a go at a new experience</li><li>• Recall familiar stories using colourful semantics language</li></ul> |

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| <p>Role-play as an opportunity for children to initiate play and invite other people to play with them.</p> <p>Taking turns and attempting to resolve minor conflicts by talking (Talk About It Wheel). Usually adapting behavior to new routines or experiences.</p> <p>Continuing to reinforce and consolidate hygiene practices when preparing for lunch or food tasting.</p> <p><b><u>Communication and Language</u></b></p> <p>Daily opportunities to speak in a smaller group setting with their key worker group.</p> <p>Key vocabulary continuing to be planned for by adults and modelled/encouraged through play.</p> <p><b><u>Physical Development</u></b></p> <p>Ongoing opportunities for gross motor development in the outside area. Varied group games requiring children to use equipment and coordinate their movements.</p> <p>Daily mark-making opportunities using a variety of tools (brushes, pencils, pens, chunky chalks etc.).</p> <p><b><u>Literacy</u></b></p> <p>Embedding the clapping of syllables into daily routines.</p> <p>Identifying questions to ask children during their play in small world and role-play areas. Adults modelling language first then asking the question.</p> <p><b><u>Maths</u></b></p> <p>Drawing children's attention to 2D shapes naturally occurring in the environment (bricks, the clock, windows, blocks etc.).</p> | <ul style="list-style-type: none"> <li>• Opportunities for role-play with a small, familiar audience</li> <li>• A weekly PE session in a new space</li> <li>• Various food tasting activities linked to topics</li> </ul> <p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>• Listening to stories for extended periods of time, and answering simple questions (who, what doing, what, where)</li> <li>• Using repetitive language from familiar stories in play</li> <li>• Beginning to answer 'why' questions about familiar stories</li> </ul> <p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Weekly PE session</li> <li>• Moving and dancing to music</li> <li>• Dancing with ribbons and scarves</li> <li>• Navigating a new space safely</li> <li>• Opportunities to make marks with various tools (brushes, pencils, chunky chalks etc.)</li> </ul> <p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Beginning to write the capital letter at the start of their name</li> </ul> <p>Clapping the syllables in one and two syllable words (also their own name)</p> <p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Following simple instructions using positional language (in, on, under, behind, next to)</li> </ul> | <ul style="list-style-type: none"> <li>• Use wider vocabulary linked to topics and stories shared in class</li> <li>• Move to familiar music</li> <li>• Dance to music with scarves or ribbons</li> <li>• Hold mark-making tools with a confident grip</li> <li>• Clap the syllables in their own name and other familiar words (one and two syllables)</li> <li>• Begin to write the capital letter at the start of their own name</li> <li>• Name and talk about simple features of 2D shapes (square, circle, triangle, rectangle)</li> <li>• Understand and follow simple instructions using positional language (in, on, under, behind, next to)</li> <li>• Compare the length of two objects (shorter/longer)</li> <li>• Recall what we have done to look after our beans</li> <li>• Talk about familiar experiences using our senses</li> <li>• Use props or costumes to help act out a familiar story</li> <li>• Represent ideas from familiar experiences or stories using closed shapes</li> </ul> |
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| <p>Continuing to embed counting into daily routines such as counting fruit in the bowl or the number of children at school.</p> <p>Opportunities for numeral recognition and counting in the role-play area via the 'Bakery' role-play.</p> <p>Counting the number of "claps" (syllables) in each of our names.</p> <p><b><u>Understanding the world</u></b></p> <p>Opportunities to acknowledge and celebrate some of our similarities and differences during circle time (key worker groups).</p> <p>Opportunities to notice and describe changes in the weather and plants as Winter turns into Spring.</p> <p>Various food-tasting opportunities to support children's understanding of topics and stories shared at Nursery. This supports children's awareness of their 5 senses.</p> <p><b><u>Expressive Arts and Design</u></b></p> <p>Opportunities for children to represent ideas through various construction resources, mark making and arts-based activities (dance, role play, craft etc.).</p> | <ul style="list-style-type: none"> <li>• Naming 2D shapes (square, circle, triangle, rectangle)</li> <li>• Using simple language to describe 2D shapes (corners, sides, looks like...)</li> <li>• Comparing length of two objects (longer/shorter)</li> </ul> <p><b><u>Understanding the world</u></b></p> <ul style="list-style-type: none"> <li>• Describing what Winter feels like</li> <li>• Exploring food through our different senses (preparing and tasting food linked to topics)</li> <li>• Planting beans and beginning to learn about caring for plants</li> </ul> <p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>• Using costumes and props to retell familiar stories</li> <li>• Using small world resources to create and tell a story</li> <li>• Creating closed shapes through painting and drawing with different mark-making tools</li> </ul> |  |
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