



Spring Term
Traditional tales

This term we will be focusing on Traditional tales including; Goldilocks and the Three Bears, The Three Little pigs, The Three Billy Goats Gruff, The Gingerbread man, Little Red Riding Hood and Jack and the Beanstalk. These stories will provide the foundations on which we build all aspects of this term’s curriculum. We will continue to look at seasonal changes taking place around us, including observation of how the daffodil bulbs we planted in the Autumn are growing and how our big outdoor space is changing. We will explore how Easter is celebrated and enjoy some of the traditions that are associated with it. We will continue to develop our home-school relationships through use of Class Dojo, Our school parent app and we will also hold home-school discussions where we can discuss progress that the children have made.

Personal, Social and Emotional Development	Physical Development	Communication and Language	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>As the children’s confidence increases they will begin to play with each other and develop friendships. We will support them as they learn how to find solutions to conflicts and rivalries. We will continue to reinforce Mersey Bear’s rules and model the children’s appropriate ways of being assertive, for example by saying, “No, stop!” We will also encourage the children use their voice to ask for help where needed. We will explore feelings with the children using emotion words such as; happy, sad, angry, scared and worried. We will use the characters in the traditional tales we share to explore these emotions and begin to link them to our own. We will begin to understand how our own actions can make other people feel.</p>	<p>As we explore the wider environment of our school the children will continue to develop their physical skills, including; going up and down stairs and climbing apparatus. We will play games using our parachute and large balls which will encourage co-operation and team work. We will set up challenges linked to our Traditional Tales, for example, building and crossing a bridge to evade the troll. We will begin to use the bigger space in Lower Hall to help the children begin to explore what their body can do, for example, skipping, hopping, sliding and crawling. We will extend the children’s vocabulary by modelling golden words linked to movement, example, gallop, slither and creep.</p>	<p>We will carry out further Wellcomm assessments which will highlight the children’s understanding of language and enable staff to address any gaps in their language development. Through regular sharing of our Traditional tales the children will begin to be able to re-tell the stories in their own words and use some repeated refrains and story language such as; “Once upon a time”, “Trip, trap, trip, trap”, “Run, run as fast as you can....” Using characters and scenarios from our stories the children will begin to understand and answer why questions. Our Traditional tales will provide opportunities to extend the children’s vocabulary by introducing them to rich story based language.</p>	<p>We will follow Little Wandle Letters and Sounds revised, Foundations for Phonics document to plan activities which will develop the children’s phonological awareness. We will begin to model oral blending and encourage the children to join in with oral blending activities ensuring they are becoming increasingly tuned into sounds. Games such as, ‘What’s in the box?’ and ‘Bertha the bus goes to the zoo’ will provide opportunities for this. We will encourage the children to recognise words with the same initial sounds and hear the first sound in their name. We will encourage the children to begin to write some of their name, forming the letters accurately.</p>	<p>Through our Traditional tales the children will be able to recite numbers to 3 and beyond. We will encourage them to use their fingers to represent amounts, beginning to understand that the last number in the count is the cardinal value of the set. We will explore pictorial representation, using informal marks such as lines and circles. We will begin to solve real world mathematical problems linked to our stories and regularly throughout our Nursery sessions, for example, have we got enough apples for all of the children? Our stories will provide a context for exploring positional language, example, under the bridge, next to Goldilocks and in the basket. Story-telling will provide an opportunity to use sequential language such as; First, Then, After that and Finally.</p>	<p>Our traditional tales and our school community will provide contexts to explore differences and similarities. We look at different occupations within our school and visit them in their place of work, for example the head teacher in her office and the cook in the kitchen. We will model how to obtain information through the asking of questions. Our class timeline will begin to help the children make sense of the passing of time. We will provide opportunities for baking and cooking showing the children how ingredients can change from one state to another. We will explore how different materials sink and float, for example when we make a boat for the Billy Goat’s to cross the river.</p>	<p>We will link our role play area to the traditional tales that we share. We will model how to take on the role of different characters from our stories and encourage the children to join in. Through block play and construction kits the children will make imaginative and increasingly complex small story worlds, for example, a bridge for the Billy Goats Gruff and a safe, brick house for the 3 little pigs. We will continue to model how to draw using lines to enclose a space and encourage the children to give meaning to what they have drawn. We will use mirrors to show how our facial expressions change with our feelings.</p>