



Nursery Spring Term A

Essential Knowledge
across the EYFS curriculum

<i>Essential knowledge and skills</i>	
<i>Area of the EYFS curriculum with links to National Curriculum</i>	<p><i>Key Texts and rhymes to support our learning across the curriculum:</i></p> <p><i>Goldilocks and the Three Bears</i> <i>Bear Snores on</i> <i>I can fly</i></p> <p><i>Fantastic 5 Nursery Rhymes</i></p> <ol style="list-style-type: none"><i>1. Incy Wincy Spider</i><i>2. Row, Row, Row your boat</i><i>3. 10 Little Fingers, 10 Little Toes</i><i>4. The Grand Old Duke of York</i><i>5. If You're Happy and You Know it Clap Your Hands</i> <p><i>Marvellous maths rhymes</i></p> <p><i>Three Blind Mice</i> <i>Three Little Kittens</i> <i>5 Snowmen</i> <i>4 Teddy Bears</i> <i>5 fingers</i> <i>Alice the Camel</i></p>

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	<p><i>Wider reading spine (including fiction, non-fiction and poetry)</i></p> <p><i>Three Little Pigs</i> <i>Three Billy Goats Gruff</i> <i>Roald Dahl's 123</i> <i>It's not easy being Number Three (Drew Dernavich)</i> <i>Pete the Cat and His 4 Groovy Buttons</i> <i>Anno's Counting book</i> <i>Spots & dots (Helen Bough & Marion Douchars)</i> <i>Busy Bear Cubs</i></p>
	<p>Branch 3: Galilee to Jerusalem</p> <p><i>Know that the wise men visited Jesus.</i></p> <p><i>Know that Jesus was born for everyone.</i></p> <p><i>Hear the story of Jesus welcoming the little children.</i></p> <p><i>Know that Jesus blessed the children.</i></p> <p><i>Recognise that the 'Glory be' is a special prayer.</i></p> <p>Catholic Social Teaching Link: <i>Know that we can show love to everyone like Jesus by being kind, sharing a smile, helping others, caring for others.</i> <i>Learn the 'Shristi the sun bear' song about showing others we care.</i></p>

<p>Vocabulary</p>	<p>Jesus Wise men Bible Welcome Blessed Prayer Glory be Love</p>
<p>Personal, Social & Emotional Development</p> 	<p style="text-align: center;">Essential 1</p> <ul style="list-style-type: none"> • Know that it is important to keep trying • Know what a goal is • Know which words are kind • Know when they have achieved a goal <p>Read and discuss the story Iris and Isaac and why it is important to be in a friendship.</p> <p>Talk about how the characters felt at different points of the story.</p> <p>Think about how we can help our friends.</p> <p>Work as part of a group to; make a den, make a tea party.</p> <p>Take turns and share in different contexts; with a class bear, to play games indoors/outdoors, take the class bear on a journey around the bike track and take turns to do so.</p> <p>Vocabulary: friend, friendship, love, share, turns, group, listen, help, feelings, worry, sad, upset, angry, happy, excited, rules, follow, listen, safe</p>
<p>Communication & Language</p> 	<p>Be able to express a point of view Can start a conversation with an adult or a friend and continue it for many terms. Use talk to organise themselves and their play. Understand some why questions related to their own experiences.</p> <p>Begin to retell a simple past event in the correct order.</p> <p>Continue to learn new rhymes/songs & develop a repertoire.</p>

	<p>Continue to develop communication; using different tenses.</p> <p>Begin to use longer sentences of 4/6 words.</p> <p>Begin to join sentences using 'and'.</p> <p>Use talk to organise themselves or their play.</p> <p>Begin to listen to others in a small group.</p> <p>Vocabulary: why, because, then, after, next, rhymes, song, words, and, listen, speak, hear</p>
<p>Physical development</p>  <p>Gross motor</p>	<p>Continue to develop and refine gross motor skills; walk, run, jump & climb.</p> <p>Balance at a low level.</p> <p>Negotiate space indoors and outdoors.</p> <p>Use indoor and outdoor equipment to develop upper body strength.</p> <p>Take part in 'Dough gym' activities to develop upper body strength, upper arm movements and bilateral co-ordination.</p> <p>Learn to hop.</p> <p>Begin to learn to skip (without a rope).</p> <p>Continue to develop riding skills; scooter, trike, balance bike.</p>

	<p>Continue to develop ball skills; rolling, kicking and throwing.</p> <p>Begin to collaborate with others to manage large items; making a den, making obstacle courses.</p> <p>Remember some sequences/patterns of movement related to music and rhythm.</p> <p>Vocabulary: walk, run, jump, climb, balance, strength, strong, pull, push, move, hop, skip, fast, slow</p>
<p><i>Fine motor</i></p>  	<p>Increase independence getting dressed and undressed.</p> <p>Use some one-handed tools and equipment; writing/mark making tools and stage appropriate scissors.</p> <p>Continue to develop a comfortable grip with good control when holding pens/pencils at an age and stage appropriate level.</p> <p>Vocabulary: dress, undress, buttons, zips, open, close, undo, fasten, cut, snip, hold, grip</p>
<p><i>Literacy:</i></p>  <p><i>Word reading</i></p> <p>Also see the progression in RWI (phonic programme) information.</p>	<p>Begin to develop awareness of words that sound the same.</p> <p>Begin to identify and hear initial sounds in words.</p> <p>Explore and begin to talk about different vocal sounds.</p> <p>Begin to orally blend and segment words with support.</p> <p>Begin to understand the difference between a letter and a word.</p> <p>Begin to follow the print from left to right.</p> <p>Begin to use 1:1 correspondence.</p>

	<p>Read own name without visual prompts in a range of contexts.</p> <p><i>Vocabulary: sound, rhyme, first sound, blend, Fred talk, letter, word, follow, read</i></p>
<p>Comprehension</p>	<p>Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary.</p> <p>Continue to explore a variety of texts; fiction and non-fiction.</p> <p>Understand simple questions - who, what and where.</p> <p>Understand some why questions related to the books they have heard.</p> <p>Begin to retell a story in the correct order.</p> <p>Begin to break the flow of speech into words.</p> <p><i>Vocabulary: story, information, who, what, where, why, because, first, then, next, after</i></p>
<p>Writing</p>	<p>Use a comfortable grip with some control.</p> <p>Revise Beery shapes previously taught (horizontal and vertical lines and circle).</p> <p>Begin to form a horizontal cross shape.</p> <p>Begin to write name with some recognisable letters using name card.</p> <p>Begin to break the flow of speech into words.</p> <p>Develop oral rehearsal; holding a word/caption to write.</p> <p>Dictate to an adult what they want to write.</p>

	<p>Engage in purposeful writing.</p> <p><i>Vocabulary: grip, control, move, left, right, top, bottom, start, finish, line, circle, cross, name, copy, label</i></p>
<p>Mathematical development</p>  <p>Number</p>	<p>Children will learn to recognise 3 dots, like they see on a die, without counting them.</p> <p>Children will continue to recognise 3 objects without counting them, this time in different arrangements.</p> <p>Children will learn to recognise when there are 3 dots, even if they are different sizes</p> <p>Children are introduced to what the numeral 3 looks like and learn what it represents</p> <p>Children are introduced to the idea that numbers are made up of smaller numbers and they will begin to explore what smaller numbers the number 3 is composed of.</p> <p>Children focus on counting 4 objects</p> <p>Children are introduced to what the numeral 4 looks like and match the numeral 4 to the quantity.</p> <p>Children will continue to explore how numbers are composed of smaller numbers.</p> <p>Children focus on counting 5 objects</p> <p>Children are introduced to what the numeral 5 looks like and match the numeral 5 to the quantity.</p> <p>Children explore the composition of number 5 using Numicon pieces</p> <p><i>Vocabulary: numbers, order, forwards, count, match, sort, subitise, more, less, together, altogether</i></p>
<p>Numerical patterns</p>	<p>Children learn that triangles are 2-D shapes that have 3 sides. They are asked to identify triangles by counting their sides.</p> <p>Children learn that squares and rectangles are 2-D shapes that have 4 sides. They are asked to identify them by counting their sides.</p> <p>Children learn that pentagons are 2-D shapes that have 5 sides. They are asked to identify them by counting their sides.</p> <p>Children explore the composition of number 5 using concrete objects, e.g. Numicon, double sided counters.</p> <p><i>Vocabulary: shapes, bigger, change, different, edge, corners, big, little, smaller, triangle, square</i></p>

<p>Understanding the world - Past and Present</p> 	<p>Begin to use sequencing vocabulary, before, next, after, end</p> <p><i>Vocabulary: before, next, after, end, order</i></p>
<p>Understanding the world - People, culture & communities</p> 	<p>Continue to show an interest in different occupations, e.g. vet. Park-keeper, zoo-keeper.</p> <p>Begin to know that there are different countries in the world.</p> <p><i>Vocabulary: job, work, uniform, country, United Kingdom, UK</i></p>
<p>Understanding the world - The Natural World</p> 	<p>Explore natural resources that animals use to make a nest.</p> <p>Go on a winter walk.</p> <p>Talk about what they see/hear/experience on the winter walk</p> <p>Know that the weather is different in winter.</p> <p>Know which clothes they would wear to keep warm in winter.</p> <p>Explore freezing and melting water.</p>

	<p>Know that ice changes over time.</p> <p>Explore changes to ice using their senses.</p> <p>Know that some animals hibernate during winter.</p> <p>Watch video clips and use non-fiction books to name some animals that hibernate.</p> <p>Vocabulary: <i>Nest, habitat, warm, safe, winter, weather, cold, colder, snow, wind, windy, freeze, melt, ice, change, hibernate</i></p>
<p>Working scientifically</p>	<p>Using magnifying glasses to explore natural objects and materials.</p> <p>Use beakers and scoops to explore natural objects such as sand, water, soil, seeds.</p> <p>While playing demonstrate their curiosity by talking about what they wonder.</p> <p>Form their own questions with support.</p> <p>Use one handed equipment.</p> <p>Select resources to carry out their plan.</p> <p>Make direct comparisons between objects in terms of their size, mass and capacity.</p> <p>Sort and group objects with support.</p> <p>Talk about what they have observed.</p> <p>Record observations using drawings and mark making.</p>
<p>Expressive arts & design</p>  	<p>Explore different materials & textures & begin to develop own ideas about how to use them.</p> <p>Begin to join different materials.</p> <p>Begin to create closed shapes to represent objects/animals.</p> <p>Use drawing to represent ideas.</p>

<p><i>Creating with materials</i></p>	<p><i>Begin to draw with increasing detail.</i></p> <p><i>Begin to show different motions in drawings, e.g. happiness/sadness.</i></p> <p><i>Continue to explore colour mixing.</i></p> <p><i>Vocabulary: materials, textures, rough, smooth, spiky, bumpy, silky, join, together, draw, lines, shapes, draw detail</i></p>
<p><i>Being Imaginative & Expressive</i></p>  	<p><i>Begin to respond to what they heard, expressing own thoughts/ideas.</i></p> <p><i>Take part in pretend play using objects to represent something else.</i></p> <p><i>Begin to develop more complex stories using small world.</i></p> <p><i>Begin to make imaginative & complex small worlds.</i></p> <p><i>Begin to remember entire simple rhymes/songs.</i></p> <p><i>Listen to music from a variety of countries and cultures.</i></p> <p><i>Play instruments with increasing control.</i></p> <p><i>Make movements to music.</i></p> <p><i>Vocabulary: listen, sounds, like, dislike, pretend, make believe, not real, fantasy, country countries, different, same, instrument, play</i></p>

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<p>Computing</p> 	<p>Children should be exploring a variety of technical devices safely e.g. cameras, I pads, digital toys. They should be taught how to use them safely, including how to hold them and what is/not appropriate. Their curiosity should encouraged when using Technology. The children can access a range of learning opportunities using our online platform -Purple Mash with 'Mini Mash specifically for EYFS children.</p> <p>Through PSHE and RSHE, the theme of safety, including online safety will be explored at an age and stage appropriate level. The children will use the following books to explore the theme of online safety: Websters friend by Hannah Whaley and Monkeycow by Stuart Spendlow</p>
<p>Enrichment and curriculum enhancement opportunities</p>	<p>Winter walk - exploring the local area in winter time.</p> <p>Forest School visit</p> <p>Shrove Tuesday - making and sharing pancakes with our friends.</p> <p>Ash Wednesday</p>