



Nursery Spring Term B

*Essential Knowledge
across the EYFS curriculum*

	Essential Knowledge & skills
<p>Area of the EYFS curriculum with links to the National Curriculum.</p>	<p><i>Key Texts and rhymes to support our learning across the curriculum:</i></p> <p><i>Monkey and Me - Emily Gravett</i> <i>Dear Zoo - Rod Campbell</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>Sing a song of sixpence</i> <i>I'm a little bean</i></p> <p><i>5 Cheeky monkeys swinging through the trees</i> <i>When Goldilocks went to the house of the bears</i></p> <p><i>Wider reading spine (including fiction, non-fiction and poetry)</i></p> <p><i>Anno's Counting book</i> <i>Spots & dots (Helen Bough & Marion Douchars)</i></p>

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	<p>Six Dinner Sid Jack and the beanstalk How much does a ladybird weigh? Alison Limentani So light, so heavy - Susanne Strasser Goldilocks and the three bears A beach for Albert O Deborah Melmon Ducks and ducklings Busy elephants A Zebra's day</p>
<p>Nursery & Reception:</p> <p>All 7 areas of Learning and development: Our general themes are led by our R.E curriculum.</p> 	<p>Desert to garden</p> <p>Essential 1: Hear that Lent is a time to care for others. Know simple signs of Lent; the colour purple, seeds and growing. Know that Jesus died on a cross. Jesus was given new life by God his Father. Know that Jesus rose from the dead and everyone celebrates. Learn about how we celebrate Jesus rising from the dead by sharing Easter eggs and eating hot cross buns.</p> <p>CST: Know that during Lent and Easter we care for others by helping one another. Hear the story of Shristi the sun bear and how it tells us to care for others.</p>
<p>Vocabulary</p>	<p>Essential 1:</p> <p>Lent Died Rose Commandment Celebrate Grow</p>

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<p>Personal, Social & Emotional Development</p> 	<p><i>New life Easter</i></p> <p>Dreams & Goals -challenges & perseverance 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><i>Vocabulary: friend, friendship, love, share, turns, group, listen, help, feelings, worry, sad, upset, angry, happy, excited, rules, follow, listen, safe</i></p>
<p>Communication & Language</p> 	<p>Essential 1</p> <p>Enjoy listening to longer stories and can remember much of what happens. Be able to talk about familiar books and be able to tell a long story.</p> <p>Understand simple questions - who, what and where.</p> <p>Understand some why questions related to their own experiences.</p> <p>Begin to express a point of view.</p> <p>Begin to follow a two-part instruction.</p> <p>Begin to listen to others in a small group.</p> <p><i>Vocabulary: question, answer, listen, who, what, where, why, because, and</i></p>

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<p>Physical development</p>  <p>Gross motor</p>	<p>Essential 1: 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>Fine motor</p>  	<p>Essential 1: 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>

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	<p>Form letters correctly to write a name label.</p> <p>Continue to use the Beery shapes learnt (horizontal & vertical lines & circles) to support creating a story map and labelling it to show the progression of a story.</p> <p>Use increasing control when drawing and writing.</p> <p>Vocabulary: dress, undress, buttons, zips, open, close, undo, faster, cut, snip, hold, grip</p>
<p>Literacy:</p>  <p>Word reading</p> <p>Also see the progression in RWI (phonic programme) information.</p>	<p>Essential 1:</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>Vocabulary: sound, rhyme, first sound, blend, Fred talk, letter, word, follow, read</p> <p>.</p>
<p>Comprehension</p>	<p>Essential 1:</p>

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	<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>
Writing	<p>Essential 1:</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>

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<p>Mathematical development</p>  <p>Number</p>	<p>Essential 1 Subitise up to 5 in different contexts, including dice patterns and counters on a 5 frame.</p> <p>Show a matching amount using 'finger numbers'.</p> <p>Recite numbers past 5 when counting. Identify numerals in different contexts and match the correct amount.</p> <p>Begin to use a 10 frame to arrange amounts greater than 5.</p> <p>Know that the last number reached when counting a set of objects tells them how many there are in total.</p> <p>Vocabulary: numbers, order, forwards, count, match, sort, subitise, more, less, together, altogether</p>
<p>Numerical patterns</p>	<p>Essential 1 Children will experience comparing the height of different objects using the words tall or short.</p> <p>Children will experience comparing the length of different objects using the words long or short.</p> <p>Children experience using measuring equipment (balance scales) & explore what happens when they place different objects in them.</p> <p>Hear and begin to use the words heavier and lighter.</p> <p>Children use balance scales to investigate which objects are lighter than a given object.</p> <p>Children use balance scales to investigate and state which objects are heavier and which are lighter.</p> <p>Children explore containers that are full or empty (both practically & pictorially).</p> <p>Children compare the capacity of different containers by directly pouring from one to another.</p> <p>Vocabulary: tall, short, long, heavier, lighter, heavy, light, full, empty, half full</p>

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<p>Understanding the world - Past and Present</p> 	<p>Essential 1: Use sequencing vocabulary to support text retelling, e.g. before, after, then, next</p> <p>Vocabulary: before, after, then, next</p>
<p>Understanding the world - People, culture & communities</p> 	<p>Essential 1: Talk about the places the animals live naturally.</p> <p>Use books and short video clips to explore these natural habitats.</p> <p>Talk about how these countries are the same/different to where they live.</p> <p>Have a visit (or use video clips) to find out about the job of a vet or zoo-keeper.</p> <p>Use natural resources to make homes for the animals in the nature area.</p> <p>Vocabulary: home, country, hot, cold, hotter, colder, jungle, desert, job, vet, zoo-keeper, help, care</p>
<p>Understanding the world - The Natural World</p> 	<p>Essential 1: Know that some animals live in the wild.</p> <p>Watch video clips and use non-fiction texts to name some animals that live in the wild.</p> <p>Talk about the size of animals and how they move.</p> <p>Find out where some of these animals live.</p>

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	<p>Talk about how these habitats are the same or different to where they live.</p> <p>Know that a baby elephant is called a calf.</p> <p>Know that a baby kangaroo is called a Joey.</p> <p>Vocabulary: <i>wild animals, size, large, small, habitat, baby, calf, Joey</i></p>
<p>Working scientifically</p>	
<p>Expressive arts & design</p>   <p>Creating with materials</p>	<p>Essential 1: Use different materials and textures to create a collage of animals.</p> <p>Draw a range of portraits of wild animals from the story.</p> <p>Use playdough to make 3D models of animals from the story.</p> <p>Use junk modelling to create 3D models of homes for the animals.</p> <p>Vocabulary: <i>Materials, model, join, draw, detail, animal names, eyes, nose, whiskers, trunk, tail, neck, home, shelter, den</i></p>
<p>Being Imaginative & Expressive</p>  	<p>Essential 1: Use small world resources to create safari scenes and develop a storyline in their play.</p> <p>Act out the story outdoors with props.</p> <p>Innovate the story using role play and available props.</p> <p>Combine different movements to dance to African music, Carnival of the Animals; Lion Royal March Movement 1 (ballet version), Elephant movement 5 (ballet version), Kangaroo movement 6 (ballet version)</p>

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	<p>Learn & perform poems, songs and rhymes: Walking through the jungle, 5 Little Monkeys, African Elephant poem.</p> <p>Use instruments to represent the animal movements, e.g. elephants (drum), kangaroo (xylophone), bat (shaker)</p> <p>Vocabulary: safari, act, retell, change, dance, move, rhythm, slow, fast, jump, stomp, gentle, shake, pat, tap, rattle, beat</p>
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<p>Computing</p> 	<p>Through all areas of the curriculum, children will experience and develop their skills of using:</p> <p>Interactive White board Ipads Beebots</p> <p>Through PSHE and RSHE, the theme of safety, including online safety will be explored at an age and stage appropriate level.</p>					
<p>Examples of yearly themes/Events</p> <p>Cultural capital</p>	<p>Welcome Service Macmillan Coffee morning</p>	<p>All Saint's Day Bonfire Night Diwali Hanukah Advent Christmas World Nursery Rhyme Week A trip out of school Autumn Walk</p>	<p>Shrove Tuesday Ash Wednesday Mother's Day Winter walk</p>	<p>World Book Day Easter World Maths Day Science week</p>	<p>Ascension Pentecost</p>	<p>Tourette's awareness day Sports day Transition EYFS end of year celebration End of year trip</p>