Broad, Balanced Skills based Creative Curriculum – Half term overview

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| **Half- Term: Spring 1** | **Year: N** | **Class: Nursery- MC**  | **Key Subject Driver: Space – Understanding the world****Geography/history/science.**  |

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| **Subject** | **Week 1(half a week)****5/1** | **Week 2****10/1** | **Week 3****17/1** | **Week 4****24/1** | **Week 5****31/1** | **Week 6****7/2** |
| Phonics  | Nursery rhymes- adding actions to the rhymes. **Syllables and initial sounds to send children off the carpet.**  | Listening to different types of music- celebrations (**Kapow – lessons)**. Tempo, moving fast and slow. . | Noisy Neighbour- everyday sounds recognition. **(Kapow music lesson x1 session.)**  | Noisy neighbour part 2 – places and sounds. **(Kapow music lessons x1)** | Musical show and tell- group work to create a piece of music with actions. Syllables to names and phrases in stories. **(Kapow music lessons x1)** | Rhyming – Recalling nursery rhymes and hearing the rhymes within. Ordering rhyme pictures beginning, middle, end. Rhyming soup. **(Kapow music lessons x1)** |
| Writing | Writing initial letters in names/circles and lines.  | Name writing following next steps Recapping dark and light colours to support space topic. | Name writing following next stepsCreating shapes to represent space pictures. | Planet earth – draw what we see on earth. House, water, forests etc. Story telling- scribing and drawing pictures to represent the story.  | Name writing following next stepsDrawing pictures to represent the topic/Language. Sequencing stories using pictures. | Name writing following next stepsfollow Story map templates – to encourage (I) story telling through pictures. |
| Maths | Counting songs – recite numbers to 5. | Recalling numbers to 5 and beyond. Different ways to represent number * 1. correspondence

Counting actions – up to 10. Claps, jumps, hops. | Recite numbers to 10- forwards and backwards. Order and number recognition. Counting actions – up to 10. Claps, jumps, hops. | Shapes – recognizing shapes in pictures and the environment.Patterns | Positional language- up, on, under, next to.Number  | Measure- distance, how far?Counting steps/measuring using objects. Compare, more/less.  |
| Understanding the world  | Introducing space- modelling pictures/ discussions and stories.  | What can we see in the night sky? Recall dark and light. Photos/ space songs/ videos. Engage | Fiction space, aliens, spaceships, flying saucers. | Planets- songs/stories.Photos/ 3D building.Maps, views of various places. | Transport in space/air Rockets, airplanes, satellites, moon buggy, astronaut suit. | Be an astronaut- role play- go through a space video. What can we see? Moving in different ways, floating, slow jumping etc. |
| Physical Development  | Balance – steppingstones, balance cups.  | Moving in different ways- rockets, astronauts etc. Weekly fine motor challenge. | Making shapes with our bodies, star, rocket, round moon, crescent etc. Weekly fine motor challenge. | Dance/ ribbons/music. Weekly fine motor challenge | Moving in different ways- rockets, astronauts etc. Weekly fine motor challenge.Obstacle coursesWeekly fine motor challenge | Throwing and catching/ hoops/ balanceWeekly fine motor challenge |

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| Homework | Christmas experiences/tapestry sharing .  | Name writing – black paper and chalk/ glitter names/ writing in mud etc. | Create your own number song puppets. 5 Little men in a flying saucer 1-5 or beyond for a challenge. | Create a space picture using shapes. |  Build a Junk model rocket. | Math's distance challenge. How far can you throw a paper airplane- decorate and test. |
| Trips / Experiences | Christmas photos  | Dark classroom and lights to explore dark and talk about things we might see. Visuals to talk about. (Engage) |  |  | Math’s workshop? | Express – A selection of light up toys/ glow sticks. Space morning. |
| School Value |  Safety | Aspiration  | Resilience  | Resilience  | Kindness  | Kindness  |
| Talk for writing-Text.  | Space story.  | Whatever Next Engage – Dark room and lights | Whatever NextVideos and songs to engage- photos. | Front cover- author, illustrator, title. Make predictions.Vocabulary. Vocabulary/role-play.Role play. | Whatever NextStory map- actions  | Making changes to the story.  |