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 steps  Creating 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 steps  Drawing pictures to represent the topic/Language.  Sequencing stories using pictures. | Name writing following next steps  follow 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 courses  Weekly fine motor challenge | Throwing and catching/ hoops/ balance  Weekly 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 Next  Videos and songs to engage- photos. | Front cover- author, illustrator, title. Make predictions.  Vocabulary.  Vocabulary/role-play.  Role play. | Whatever Next  Story map- actions | Making changes to the story. |