

# **St Luke's CE Primary**

# **Nursery**



## **Spring 1**

### **Animals**



## St Luke's CE Primary – Contextual Learning Unit on Animals

**Lead Subject Focus: Understanding the world**

**Subsidiary Learning Focus: Communication and Language, Mathematics and Physical development**

### Personal, Social and Emotional

- Play with one or more other children, extending and elaborating play ideas.
- Remember rules without needing an adult to remind them.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Talk with others to solve conflicts.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.



### Literacy

- Begin to recognise words with the same initial sound.
- Understand that print can have different purposes.
- Use some of their print and letter knowledge in their early writing.
- Engage in conversations about stories, learning new vocabulary.
- Continue to copy some or all of their name.

### Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary.
- Begin to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

### Expressive Arts and Design

- Develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Develop their own ideas and then decide which materials to use to express them.
- Respond to what they have heard, expressing their thoughts and feelings.
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

### **Main Learning Focus – Mathematics**

- Label amounts as 1,2 and 3
- Explore position and routes
- Explore own first patterns
- Take and give objects up to 3
- Match simple shapes
- Notice how shapes fit together
- Subitise

### **Main Learning Focus – Physical development**

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

### **Main Learning Focus – Understanding the world**

- Talk about what they see, beginning to use a wider range of vocabulary.
- Use all their senses in hands-on exploration of natural materials.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

