



Spring Term Overview – Nursery

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| Our Spring unit is Starry Night  | Year Nursery Key Themes: | Term Spring 1 Communication | Duration – 6 weeks Creativity | Academic year 2024-2025 Community | Coastal |  |
| Big Picture | School learning values | | Key events/dates | | Home Learning | |
| In the Starry Night project, your child will explore the differences between the world at night time compared with daytime, through a range of exciting and creative activities. They will find out about nocturnal animals and how they find food when it is dark. They will find out about people who work at night and the different jobs that people do when we are asleep. They will discuss bedtime routines and the importance of a good night's sleep. They will explore the night sky and find out about the Moon and stars. | Responsibility Resilience Respect Honesty Friendship | | Monday 6 th January- First day back at school 17 th -21 st February – Half Term Holiday Week beginning Monday 24 th February- Parent consultations Thursday 6 th March - World Book Day Monday 10 th March- Science Week Monday 17 th March – Friday 21 st March – Book Fair Friday 21 st March – Red Nose Day Friday 4 th April – Last Day of Spring Term | | Look at the night sky and see how many stars you can see each night. See how the Moon changes shape each night. Go on a short walk after dark or go into the garden. Take a torch to light the way. Discuss how things look different in the dark. | |
| Key vocabulary | British values | | | | | |
| Badger, bat, bedtime, dark, daytime, earth, emergency services, fox, moon, night, night time, nocturnal, owl planet, sleep, stars, sun. | Individual Liberty Rule of law Mutual Respect Tolerance Democracy | | | | | |
| Communication and Language | Literacy | | | Maths | | |
| Express their ideas and feelings about their experiences with modelling and support. Hold conversation exchanges with their teacher and peers. Listen attentively and respond to what they hear. Make comments about what they have heard and ask questions to clarify their understanding. Participate in discussions, offering their own ideas, using recently introduced vocabulary. | Anticipate key events in stories Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. Enjoys looking at books and sharing stories. | | | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Compare the capacity of everyday objects. Have a deep understanding of number to 10, including the composition of each number. Verbally count beyond 20, recognising the pattern of the counting system. | | |
| Understanding the World | Expressive Arts and Design | | | PSED | Physical Development | |
| Explore the natural world, making observations and drawing pictures of animals and plants. Talk about the lives of the people around them and their roles in society. Understand some important processes and changes in the natural world, including the seasons. | Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems, and stories with others, and try to move in time with music. Safely use and explore a variety of materials, tools, and techniques. Sing a range of well-known nursery rhymes and songs. Explore and create using a wide range of materials. Listen to a variety of music and sounds. | | | Jigsaw Unit: Dreams and goals | Cognitive (Unit 3 Real PE) Dynamic balance: On a line Static balance: Stance | |

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