

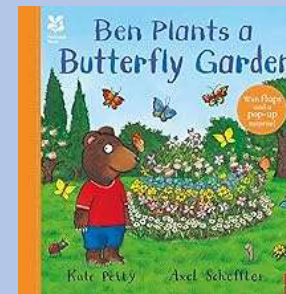
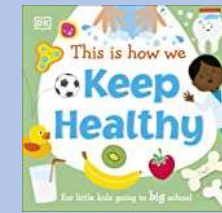
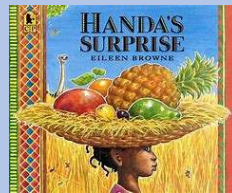
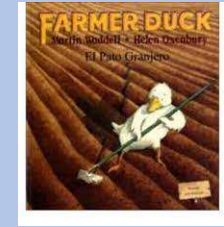
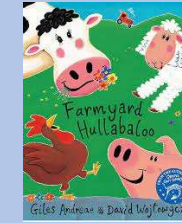
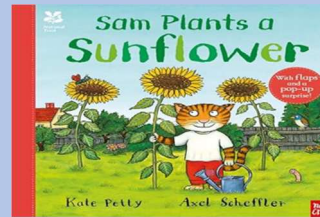
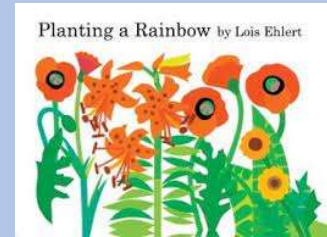
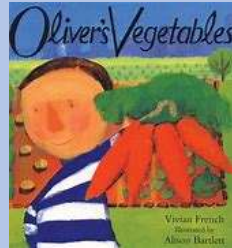


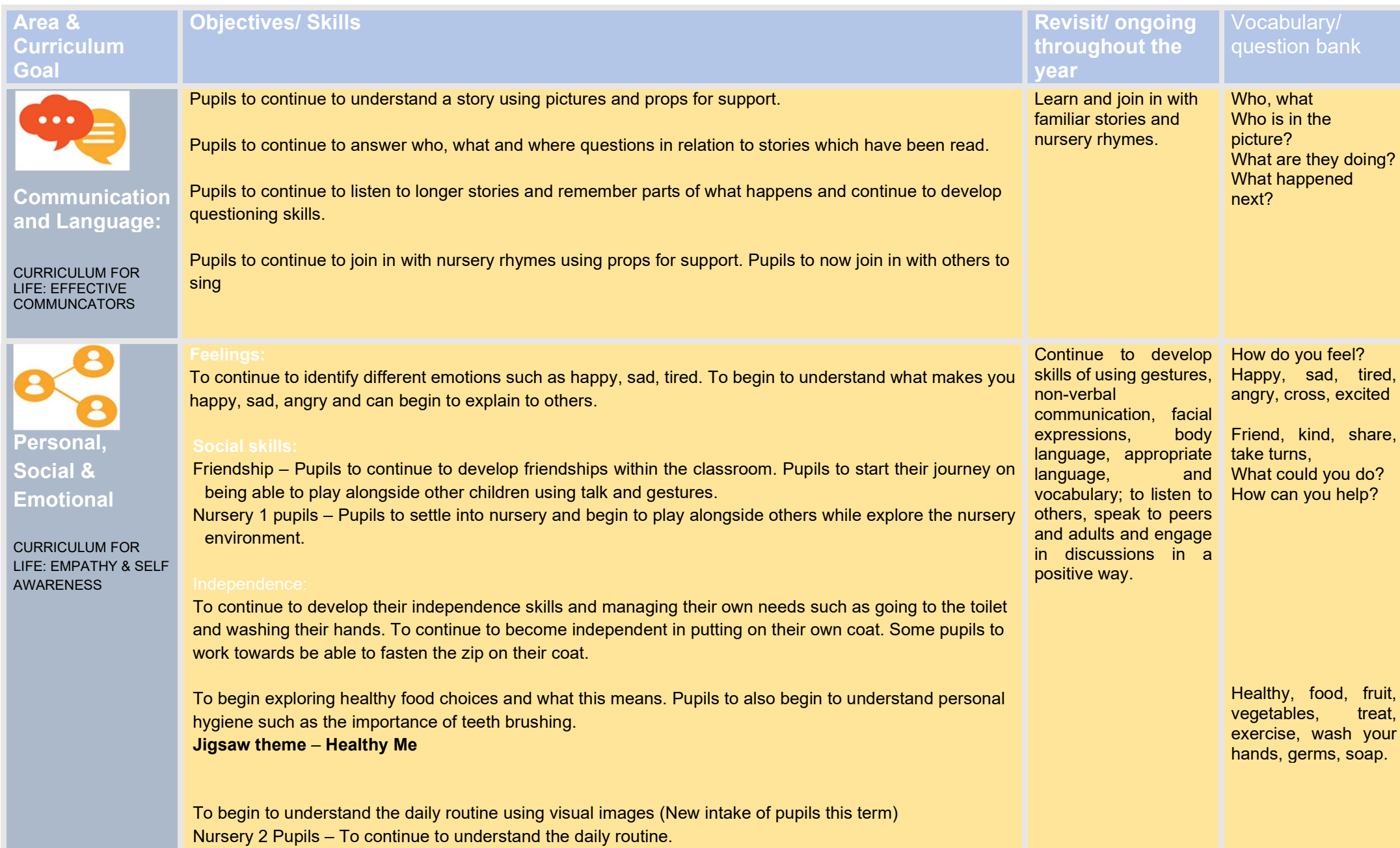
Colton Spring 2 2024 MTP

Possible topic areas (based on children's interests in past years)

Spring, growing, food, planting, at the farm, spring animals.

Possible Books







Physical Development

CURRICULUM FOR
LIFE:
SKILLS FOR LIFE

Fine motor skills

Pupils to continue to develop their fine motor skills by exploring tools and resources such as tweezers, scissors and playdough tools. Pupils to also manipulate playdough and build using various resources.

To continue with undressing and dressing themselves with putting on coats, zipping coats up and changing into outdoor shoes

Some pupils will begin to hold a pencil effectively and will begin to form some recognisable letters from their name. Some pupils to begin to hold a pencil to draw lines and circles.

Pupils to continue to enjoy mark making using oats, rice and flour.

To continue to use scissors to cut paper and cut around shapes.

Gross motor skills

Pupils to engage in activities that will help to develop movement skills such as crawling, rolling, running and jumping.

To continue to use the apparatus and equipment safely in the hall. To continue to balance along and jump off various apparatus safely.

To continue to develop the skills needed to throw, kick and catch balls.

Continue to develop both gross and fine motor skills using various resources both inside and outside the classroom

Cut, draw, mark, make, pinch, pick up, snip, zip, buttons, pull, push.

Run, crawl, move, jump, roll, listen, copy, follow, land, step, skip, slither.

Jump, balance,

Throw, catch, kick, low, high, under, over.



Literacy

CURRICULUM FOR
LIFE: EFFECTIVE
COMMUNICATORS &
SKILLS FOR LIFE

Pupils play to be influenced by experience of books. Pupils to engage in role play from what they have heard in stories.

Pupils to continue to enjoy drawing freely. Develop line and circle drawings and join in with pen disco sessions. This will be the main focus for Nursery 1 pupils.

Some pupils will begin and continue to form some letters from their name and also develop a comfortable pencil grip.

T4W – Olivers Vegetables. Pupils to listen to the story and draw what they can remember. Staff to annotate what they can recall.

PHONICS: RWI

Pupils to continue with Phase 1 phonic games.

Nursery 2 pupils – Some pupils continue with phase 2 phonics and introduce m, a, s, t, i, p, n, l, g, o, c, k. Pupils to explore the sound and begin forming it.

Stories read everyday in class, children to answer questions about what they have heard.

Listen, stories, What happened in the story? Who was in the story?

Listen, what can you hear? Can you hear that sound?



Maths

CURRICULUM FOR
LIFE: SKILLS FOR LIFE
& DIGITALLY
LITERATE

Pupils to continue to take part in finger rhymes with numbers. Also use props i.e 5 little ducks, 5 current buns and to continue to recite number names in sequence.

Pupils to start to explore height– Introduce the pupils to mathematical language such as tall and short. Pupils to engage in activities which compare tall and short objects.

Pupils to begin to create own patterns and extend ABABAB patterns.

Counting and number songs to be completed everyday

Number, count, how many, less, more,

Tall, short, taller than, shorter than

Number 1 and 2

Nursery 1 pupils to continue to focus on numbers 1-2.

Number 1-5

Nursery 2 - Pupils to continue to recognise and order numbers 1-5. Pupils to count out objects accurately for each number and place in order. Some pupils will explore numbers beyond 5. Pupils to begin to start making marks to represent number. Some pupils will be beginning to form numbers accurately.

Numbers, count, order, one, two, three, four, five, next,



Understanding the World

CURRICULUM FOR LIFE: UNDERSTAND SUSTAINABILITY, LOCAL & GLOBAL CITIZENS, DIGITALLY LITERATE.

Science

Learn about farm animals and their babies. What do they eat, where do they live.

Pupils to continue to explore the changing of seasons – How do we know it is springtime?

Pupils to explore what plants need to grow. Pupils to explore this by planting own seeds. Pupils to observe what happens to the seeds overtime.

Geography

Pupils to explore and find out where different fruits and vegetables are grown i.e. bananas are grown in hot countries.

History

Pupils to refer to the daily timetable and discuss what will be happening next and what has already happened.

Pupils to also continue to learn the days of the week.

RE

To explore the celebration of Easter and what it means.

RE

What makes a good helper?

Outdoor learning

To continue to explore the natural phenomena outside of the classroom with outdoor learning lessons.

Use the daily timetable to discuss the order of events

Discuss the weather with the children on a daily basis.

Discuss the changing of the seasons throughout the year.

Spring, leaves, flowers, sunshine, rain, grow, soil, water, seed, plant, watch,

Country, weather, hot, sun, rain, world, fruit, vegetable

Days of the week, next, before, after, past

Easter, eggs, Jesus, Christianity, celebrate,



Expressive Arts & Design

CURRICULUM FOR LIFE: APPRECIATE THE ARTS

Pupils to continue to investigate colour and mark making by using different media such as pens, crayons, felt tip pens, paint.

Pupils to also use various resources to create their own piece of artwork. Pupils to use block paints and stamps/sponges to create work in the style of Faberge eggs.

Artist study : Faberge eggs



Explore and use a range of resources to create art and make marks.

Pupils to use paint to explore colour.

Design, paint, print, mix, colour, What colour shall we use?

Print, stamp, shape, heart, colour, pattern



Music

To continue to play instruments with increasing control
To begin copying a beat using musical instruments.

Pupils to continue to learn songs from Charanga and also join in with nursery rhymes.

Beat, copy, listen,
shake, bang, loud,
quiet,