



Barnet Hill Academy Termly Overview

Nursery

Once Upon a Time

Term Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy	Jack and The Beanstalk	Jack and The Beanstalk	The Little Red Riding Hood	The Three Billy Goat Gruff	Goldilocks and The Three Bears	Goldilocks and The Three Bears
Writing Gives meaning to marks they make as they draw or write.	Children will learn that fairy tales are old stories that have been told for hundreds of years. Children will be using their imagination to role play in the castle acting out the story.	Children will talk about the setting of the story. Are there castles in the clouds? Do hens lay golden eggs?	Children will learn that they shouldn't talk to strangers. They will learn that they should keep an eye out for bad people that cross their path. It doesn't have to be a wolf always.	Children will learn we all come in different shapes and sizes. We will explain through animal comparisons E.g. the elephant is big; the lamb is medium, and the mouse is small. Children will learn about different type of animals E.g. carnivores, herbivores and omnivores.	Children will understand the difference between past and present. What they did in winter? What can they do now in spring? (connecting past winter to present spring). Children will take part in the porridge making station. What ingredients do they need?	Children will learn the difference between fiction & non-fiction. Children will learn that fairy tales are set mostly in woodland and have animal as characters like bears and wolves. Sometimes there are made up characters like trolls.
Can grasp a pencil in a tripod hold.	Children will learn about different seasons E.g. winter and spring.	Children will go to a chicken farm (in the eyfs playground) in search of golden eggs. What did they find in the farm? Draw and label everything they found.	Children will design their own capes. They can use their favourite colours and decorate as they like.	Children will build a bridge using different materials.	We will talk about how the bears felt. How are they feeling & why? What could be done to make things better?	Children will go on a picnic at snack time in the woods or the bears house (basement). We will set up the bear house in the basement.
Write some letters accurately.	Children will create a giant beanstalk using junk modelling material.	Using role play the children will act out different parts of the story with their peers in the castle.	Children will draw a story map of the journey of Little Red Riding Hood from the start, middle & end.	Children will act out different parts of the story with their peers.		We will share various story books
HA-Write their name or part of their name.	Children will be planting beans and watching them grow over the weeks. They will talk about what happened in the story and if magical beans are real?					

<p>Reading Describes main story setting and characters.</p> <p>Enjoys reading a range of books.</p> <p>Rhymes Shows awareness of rhyme.</p> <p>Phonics Hears and says some letters sounds.</p> <p>HA- Able to sound out cvc words</p>	<p>Phonics recognising sounds. <i>Mrs Browning has a box.</i></p> <p>Rhyme: <i>Jack and jill</i></p> <p>Core text: <i>Jack and the beanstalk.</i></p> <p>Idiom of the week: <i>Full of beans</i> <i>Full of energy</i></p> <p>Word of the week: Magical <i>Relating to magic/beautiful.</i></p>	<p>Phonics recognising sounds. <i>Describe and find it.</i></p> <p>Rhyme: <i>Jack and jill</i></p> <p>Core text: <i>Jack and the beanstalk.</i></p> <p>Idiom of the week: Good egg <i>someone who is kind</i></p> <p>Word of the week: Giant <i>a very great size.</i></p>	<p>Phonics recognising sounds. <i>Socks and shakers.</i></p> <p>Rhyme: <i>I am a little teapot</i></p> <p>Core text: <i>Little red riding hood</i></p> <p>Idiom of the week: piece of cake <i>something is very easy</i></p> <p>Word of the week: Forest <i>a large area covered with trees</i></p>	<p>Phonics recognising sounds Favourite sounds</p> <p>Rhyme: <i>Grand Old Duke of York</i></p> <p>Core text: <i>The three billy goats gruff</i></p> <p>Idiom of the week: Get your feet wet <i>Have a go at something</i></p> <p>Word of the week: Bravely <i>a way that shows willingness to face danger</i></p>	<p>Phonics recognising sounds <i>Snap game</i></p> <p>Rhyme: <i>Baa baa black sheep</i></p> <p>Core text: <i>Goldilocks and the three bears</i></p> <p>Idiom of the week: Ants in your pants <i>when someone can't sit still</i></p> <p>Word of the week: Honest <i>always tell the truth</i></p>	<p>with the children. Which is fiction & non-fiction? How do you know?</p> <p>Phonics recognising sounds <i>Snap game</i></p> <p>Rhyme: <i>Hickory Dickory Dock</i></p> <p>Core text: <i>Goldilocks and the three bears</i></p> <p>Idiom of the week: Hold your horses <i>wait a minute</i></p> <p>Word of the week: Patience <i>the ability to wait</i></p>
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Maths	Learning Topic: Sequencing/ Ordering numbers Recognising the pattern of the counting system. The cardinal value of a number refers to the quantity of things it represents. Counting is one way of establishing how many things are in a group, because the last number you say tells you how many there are. Key skills: I can count and order numbers from 1-5. I can count and order objects using numbers from 1-5. HA: Numbers 1-10	Learning Topic: Comparing quantities One more and one less Singing songs involving one more and one less. Children will begin to understand that a group can change quantity when something is added. Children will begin to understand that a group can change when something is removed/taken away. Key skills: I can count objects in groups and understand one more and one less.	Learning Topic: Recognising numerals 1-5 HA: Numbers 1-10 Playing various number games which will help children to consolidate their number skills. Matching amounts to the correct numeral. Children explore numbers through various number games and singing in the provision areas. Key skills: I can count in abstract ways, match and identify numbers.	Learning Topic: 2D and 3D shapes Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Children can generalise ideas and properties about 2D and 3D shapes. Provide children with an extensive collection of 2D and 3D materials for exploring and building with. Include large and small objects. Children need to investigate shapes and get a feel for the properties of these shapes.	Learning Topic: Prepositions To understand positions through words alone. For example, the bear is under the table. Children can use position language - 'in', 'on', 'under' direction language – 'up', 'down', 'across'. Children will be able to explore characteristics of everyday objects and use positional language to describe them. Children to play games where they need to position objects according to instructions such as 'place the teddy inside the box'; display vocabulary with associated images in areas of provision; use positional language throughout the day such as 'You are playing on the slide.'	Learning Topic: Weight and size Children explore weight and understand the concept of heavy and light. Children will have the opportunity to weigh different objects on a weight scale. Looking at the size of different objects. Understanding the concept of big, small, heavy and light. Key Skills: I can explore weight through hands-on experiences in the provision areas and use the words 'heavy' and 'light' correctly.
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				Key skills: I can name some 2D and 3D shapes and describe their properties.	I can use positional language correctly.	
Understanding of the world	listen to simple stories and understand what is happening, with the help of the pictures Identify familiar objects and properties for practitioners when they are described, for example, 'Katie's coat', 'blue car', 'shiny apple'	Understand and act on longer sentences like 'make teddy jump' or 'find your coat' understand simple questions about 'who', 'what', and 'where' (but generally not 'why') Have favourite stories that they enjoy listening to and enjoy stories with rhyming words, alliteration or refrains.	Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Talk positively about different appearances, skin colours, and hair types.	Celebrate and value cultural, religious, and community events and experiences. To focus on Ramadan.	Talks about why things happen and how things work. Share non-fiction texts that offer an insight into contrasting environments.	To name and describe some plants and animals. To recognise familiar plants and animals whilst outside.
Physical Development	I can create movements in response to a retelling of the story, eg grow slowly like a beanstalk, stomp like a giant, tip-toe through the castle and climb down the beanstalk quickly like Jack.	I can use card boxes, kitchen roll tubes, and different items to make a castle. Developing fine motor skills by using a sticky tape dispenser, by folding/shaping.	Cut, tear, fold, and stick a range of papers and fabrics. To further develop and refine a range of ball skills including throwing, catching,	Use a range of small tools, including scissors, paintbrushes, and cutlery.	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	Can you move like the different-sized bears? Take big giant steps for Daddy Bear, medium-sized steps for Mummy Bear, and Tiny steps for Baby Bear.

			kicking, passing, batting, and aiming.			
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How to help at home:	Encourage your child to walk to school or ride their scooter or bicycle. This will support the development of their gross motor skills.
Communication and Language	<p>Learn and use new vocabulary throughout the day e.g. Castle, Giant, Magical, Honest, bravely.</p> <p>Use the past, present, and future tense to describe some of the key events that happened in our lives. We will also use these tenses to practice sequencing a story, E.g. Goldilocks ate some porridge, Goldilocks is sitting on a chair, Goldilocks will sleep in one of the beds.</p> <p>Encourage children to speak in full sentences e.g. I like porridge for breakfast, what do you like?</p> <p>Listen attentively and respond to what they hear with relevant questions, comments, and actions. E.g. Stop playing with water, it's tidy-up time.</p> <p>Build on our reading comprehension, providing explanations for why things happen in the book before predicting what might happen next.</p>
Personal, Social and Emotional development	<p>Personal, Social, and Emotional development</p> <p>select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them</p> <p>develop their sense of responsibility and membership in a community</p> <p>become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>show more confidence in new social situations</p> <p>play with one or more other children, extending and elaborating play ideas</p>

Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas

To join in and share experiences in circle times and independent provision activities.

How to form special friendships through independent activities, phase stories, and activities.

Good hygiene, such as insisting on hand washing and sanitizing before snack and lunchtime.

To make decisions about healthy foods and the importance of eating plenty of fruits and vegetables.

To develop good personal hygiene and be provided with regular reminders about thorough handwashing, toileting, and oral hygiene.