

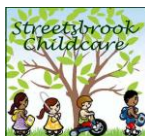
| W/C:     | Theme/Main Focus:          |
|----------|----------------------------|
| 05.01.26 | The wheels on the bus      |
| 12.01.26 | Once I Caught a Fish Alive |
| 19.01.26 | Down at the Station        |
| 26.01.26 | Incy Wincy Spider          |
| 02.02.26 | Miss Molly Had a Dolly     |
| 09.02.26 | Old McDonald had a farm    |

### *Personal, Social and Emotional*

There will be rhyme trays with activities, props and flash cards from our song of the week for children to explore with their peers. We will be continuing to develop turn taking and playing with our peers, and adults will support and model how we can do this. We will also continue to name emotions and will be encouraging children to recognise how different things make us feel, linking them to the feelings of the characters in the songs such as poor Miss Polly when she was poorly or excitement at going on the bus/train. We will also be taking part in Children's Mental Health week and will be discussing how we can keep our minds and body healthy

### *Physical Development*

We will be practising our gross motor skills as we draw wheels for our bus and train on a large scale, kick and catch a ball as well as pedal a tricycle, exploring how fast and slow we can go while being careful not to bump into others. We will also be practising our fine motor skills as we do things independently, such as buttons and zips on our coats and pouring drinks at snack



## *Curriculum Overview for Parents*

### *Little Stars*

#### *Spring Term 1*

### *'Magical times in Nursery Rhymes'*

### *Communication & Language*

Children will be encouraged to join in with singing our songs along with copying the actions for these. We will be exploring new descriptive and functional language linked to our songs and staff will model simple sentences using these words, encouraging children to also use them and build on linking more words together when speaking. We will be continuing to develop our understanding of who, what and where as they explore who's on the bus, what is wrong with Miss Polly's Dolly and where are they going to go on the train.

### *Literacy*

Children will be encouraged to copy the sounds and join in with some of the words and actions from our rhymes; they will also explore musical instruments to use while singing. Children will have lots of opportunities to mark make on a large scale, using their fingers/hands, natural materials such as sticks as well as vehicles from our songs in a range of materials such as corn flour, sand and mud. There will also be time for us to snuggle in our cozy reading area to share lots of stories together.

### *Maths*

As we continue to develop our understanding of amounts, staff will model key words such as 'lots', 'more' and 'same' through our activities. We will continue to repeat counting songs such as 'Once I caught a fish alive' and children will be encouraged to count in varied contexts using their fingers, toys and stairs. We will explore the language of size with the Makaton signs alongside when comparing the different sizes of the animals and vehicles from our songs. Children will also explore patterns, and staff will use words like 'repeated' and 'the same' over and over.

### *Expressive Arts and Design*

As we sing action songs, children will be given musical instruments to use and explore the different sounds they can make, as well as exploring how other objects can make sounds, such as tapping a spoon on the table or banging blocks together. There will also be lots of opportunities to explore different textures such as the mud in the farm tuff tray and making tracks with the train in the corn flour.

### *Understanding the World*

We will encourage children's exploration, curiosity, appreciation and respect for living things as we discuss how and why we must take care of things, such as the fish, spiders and animals at the farm from our songs. There will again be lots of opportunities for children to explore the natural world around them, feeling the rain on their hands, jumping in puddles the rain has left behind and feeling how cold the wind is.