

**Big Question**  
**Why is Jesus our saviour?**



**Nursery**  
**Spring 1**

**ESSENTIAL KNOWLEDGE**

By the end of this half term, the children will know...

- That the Three Wise Men heard the good news that Jesus our saviour had been born, and came to visit him.
- How to love others and be a good friend.
- The key events and repeated lines in 'The Gingerbread Man'.
- How to recite numbers in order to 5.
- How to label amounts 1,2,3 and use their fingers to represent them.
- How to complete rhyming phrases in stories.
- How to clap up to 3 syllables in words.
- Basic opposites e.g hot/cold, soft/hard, long/short and use -er and -est endings to compare them e.g. longer.
- To draw a simple face.
- How to continue an AB colour pattern.

**Caritas Theme**

**Solidarity and the Common Good**

We are friends  
We play together in love and peace

**CST**

A Day of Hope  
16<sup>th</sup> January

Our Lady of Lourdes/World Day of  
the Sick  
11<sup>th</sup> February

**Holy Days**

Epiphany of the Lord  
4<sup>th</sup> January (during the holidays)

Baptism of the Lord  
11<sup>th</sup> January

Feast Day of Our Lady of Hope/Our  
Lady of Pontmain  
17<sup>th</sup> January – celebrate on 16<sup>th</sup>

**Celebrations**

World Religions Day  
18<sup>th</sup> January

Children's Mental Health Week  
3/2/25 – 7/2/25

Maths Week  
3/2/25 – 7/2/25

# Specific Areas of Learning

## Religion

### Branch Three: Galilee to Jerusalem

#### Hear

The Wise Men visit Jesus (Matt 2:1-12).  
Jesus welcomes the little children (Mk 10:v16).  
Jesus blesses the little children (story retold).  
The visit of the Magi (Matt 2:1-12).  
What? Jesus blesses the little children (Mk 10:13-16).  
How? Feeding of 5000 (Jn 6:1-14).

#### Believe

Jesus was born for everyone.  
The Magi visited Jesus with gifts.  
Jesus is God's Son and came for everyone.  
Jesus' birth is celebrated at Christmas.  
Jesus came to show God's love and welcomes everyone.  
Jesus takes care of everyone.

#### Celebrate

The Glory Be is a special prayer.  
That the Church prays the 'Glory Be' as a response to the coming of Jesus.

#### Live

We welcome and show love to everyone in our words and actions as Jesus does.  
We are called to help the poor and hungry.  
**CST** You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. *An Option for the Poor and Vulnerable*

## Mathematics

### Show Me 1, 2, 3

- Copy fingers to show 1, 2, 3
- Show 1, 2 or 3 fingers when seeing or hearing 2 or 3 in stories or rhymes – Tommy Thumb, Two Little Dicky Birds, Three Blind Mice, Fox's Socks, Three Little Bunnies, Peepo!
- Show 1, 2 or 3 fingers when asked

### Move and Label 1,2,3

- Make actions when saying counting words
- Move fingers when saying counting words
- Count out up to 3 objects from rhymes – When Goldilocks Went to the House of the Bears, 1, 2, 3, 4 5 Once I Caught a Fish Alive
- Notice number symbols as labels
- Label amounts as 1, 2, 3

### Explore Position and Routes

- Explore shape resources and inset jigsaws
- Talk about and move into simple positions
- Move through positions
- Follow simple small-world routes
- Rhymes – In and Out the Dusty Bluebells

### Explore Own First Patterns

- Explain and make simple pattern arrangements
- Make roads and bridges with intent
- Choose blocks to copy simple creations
- Make simple line patterns with objects
- Show an interest in patterns and shapes

## Literacy

### Traditional Tale:

The Gingerbread Man

### Other texts:

- Focus author/illustrator J Donaldson/A Scheffler - Stick Man, Gruffalo, Gruffalo's Child, Pip & Posy
- Snowy Day – EJ Keats.
- Kipper's Snowy Day
- Chinese New Year Story
- Harry & the Bucketful of Dinosaurs
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**Phonics – Phase 1** – Rhythm, rhyme, body percussion.

**Phonics Texts: Rhyming stories** - Snowball, Oi Dog series – rhyme, Dinosaur Roar! Series, Julia Donaldson texts.

## Understanding the World

### Past and Present

- R.E – share past family celebrations – their own or siblings Baptism, family birthdays, weddings, first Holy Communion etc...
- Recall past experiences of winter weather.
- Understanding sequence – first/ last

### People, Culture and Communities

- Lunar New Year – celebrations, Chinese culture – foods, music, story
- People Who Help Us – teachers, priests.
- Caritas – different people all play together in love & peace

## Understanding the World

### The Natural World

- Seasonal changes / weather in Winter
- Use their senses to explore hot / cold and changes of state – freezing & melting. Talking about how they feel and changes they see.
- Use their senses to explore differences in materials and properties – smooth/bumpy.
- Use their senses to explore the forces of floating/sinking, and how to change the speed of wheeled toys using ramps. Talking about how what they see, developing widening vocabulary.

## Expressive Arts and Design

### Being Imaginative and Expressive

To learn the song and rhymes:

- Open shut them - <https://www.youtube.com/watch?v=RNUZBH1RH4Y>
- Baa Baa Black Sheep
- The Gruffalo song <https://www.youtube.com/watch?v=5ZfEIX2lhI>
- Keeping a steady beat, copying

Taking part in dragon parade

Acting out Gingerbread Man

### Creating with Materials

- Colour – Jan - black & white Feb - pink
- Patterns, colour mixing – shades with white paint
- Printing with fingers & objects e.g. bobbins – snow
- Textured collages - hot/cold, dinosaurs, sheep, bumpy/smooth
- Chinese New Year - Making instruments and dragon masks for parade

## Specific Areas of Learning

### Communication and Language

- Listen to storybooks with pictures and answer some questions to recall key characters and events.
- Understand and often use words for colour (e.g. 'red'), number (e.g. 'three fingers') and time (e.g. 'tomorrow').
- Start to be able to answer questions about 'why' something has happened, although this still might be at quite a basic level.
- Use sentences that have 4 – 6 words in them, for example 'I want to play with cars'.

### Physical Development

- Put on own coat.
- Stand on one foot and balance along wide beam.
- Throw a large ball at a target.
- Drawing straight and wavy lines – top to bottom and left to right with flappers and writing tools and use them to make shapes such as +.
- To begin to give meaning to marks.

### Personal, Social and Emotional Development

- To let an adult know if something happens on a device that we are unsure of unfamiliar with e.g. a pop-up.
- How to be a good friend, play independently sharing and taking turns.
- Select and use activities and resources, with help when needed.
- Increasingly follow rules, understanding why they are important.

#### Created to Love Others

- Know that we are part of God's family
- Jesus cared for others and wanted them to live good lives like Him
- We should love other people in the same way God loves us