

CURRICULUM INFORMATION: TRINITY TERM 2025

Nursery: Hedgehogs & Badgers



Mathematics	Literacy	Communication & Language
<p>Topic/s: Counting and Comparing everyday objects</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To count objects, actions and sounds. To experiment with their own symbols and marks as well as numerals. To solve real world mathematical problems with numbers up to 5. To discuss routes and locations, using words like 'in front of' and 'behind'. To select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. To combine shapes to make new ones: an arch, a larger triangle, etc To notice and correct an error in a repeating pattern. To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'... <p>Skills: Through their learning pupils will develop the skills of: Counting; number recognition, comparing and spotting patterns.</p> <p>Subject teacher/s: Mrs Whitehurst</p>	<p>Topic/s: Level 1 Phonics; Characters and Places</p> <p>Places: The Seaside, The Park, the Shopping Centre, the Woods, the Café, the Garden Centre; Characters: Superheroes, Kings & Queens, Pirates & Mermaids, Aliens, Witches & Wizards</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To understand page sequencing and turn the pages of a book in order. To use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. To write some or all of the letters in their name. To form some letters accurately. <p>Skills: Through their learning pupils will develop the skills of: General sound discrimination of environmental and instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting, storytelling.</p> <p>Subject teacher/s: Mrs Whitehurst</p>	<p>Topic/s: Places to visit and Characters</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. To start a conversation with an adult or a friend and continue it for many turns. To use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver." To understand how to listen carefully and why listening is important. <p>Skills: Through their learning pupils will develop the skills of: Speaking and listening.</p> <p>Subject teacher/s: Mrs Whitehurst</p>
Understanding the World	Physical Development	Forest School
<p>Topic/s: Places to visit, Growing vegetables.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To explore and talk about different forces they can feel. To talk about the differences between materials and changes they notice. To continue developing positive attitudes about the differences between people. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Skills: Through their learning pupils will develop the skills of: Using their senses, describing what they see, developing their levels of curiosity, asking questions to deepen their understanding, learning new vocabulary.</p> <p>Subject teacher/s: Mrs Whitehurst</p>	<p>Topic/s: Cricket; Athletics; Sports Day</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To use one-handed tools and equipment, for example, making snips in paper with scissors. To use a comfortable grip with good control when holding pens and pencils. To show a preference for a dominant hand. To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. To participate actively during lessons To explore and develop an understanding of when to use one or two hands when using cricket and athletics equipment To explore and develop an understanding of when to use one or two feet to hop; skip; jump land To know the difference between walk; jog; run; sprint, and stop (stand still /freeze) To confidently embrace new challenges and competitive situations To start to correlate how practice can improve performance <p>Skills: Through their learning pupils will develop the skills of:</p>	<p>Topic/s: Staying safe; Respecting Flora and Fauna; Embracing new challenges, Taking risks.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To dress and undress without assistance, into and out of FS Kit. To walk sensibly with a partner, to and from the site. To gather calmly into the sharing circle at start/end of session. To know the perimeter boundaries of different areas. To describe how to learn and play safely within the Forest site. To describe how to respect the flora and fauna on site. To listen respectfully to the contributions of others during share-time. To participate actively during share-time and in turn. To respond promptly to a recall signal, including for 'Lockdown'. To confidently embrace new challenges. To be prepared to take a risk. <p>Skills: Through their learning pupils will develop the skills of: Negotiation; collaboration; language and vocabulary; conflict resolution; physical proprioception; vestibular and gross and fine motor hand-eye coordination.</p> <p>Subject teacher/s: Mrs Whitehurst</p>

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	<p>Negotiation; collaboration; language and vocabulary; conflict resolution; physical proprioception; vestibular and gross and fine motor hand-eye coordination.</p> <p>Subject teacher/s: Mrs Whitehurst - Mr Vaughan</p>	
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RE	Personal, Social & Emotional	Expressive Art & Design
<p>Topic/s: Easter; Pentecost; Special Celebrations (Wedding)</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To start our prayers with the sign of the cross. To end our prayers with the agreement, "Amen." To continue to embed the lunchtime prayer; reinforce the morning prayer; and introduce an end of the day prayer. To know that Jesus came back to life. To know that 'Alleluia' is a celebratory word that means we are happy. To know that air is powerful and makes things happen. To learn that the colour for Pentecost is red. To know that a wedding is a special celebration when a couple love each other. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Recount; respect; exploring Christian beliefs and practices.</p> <p>Subject teacher/s: Mrs Whitehurst</p>	<p>Topic/s: Places to visit and Characters</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To find solutions to conflicts and rivalries. For example accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. To remember the rules without needing an adult to remind them. To talk with others to solve conflicts. To understand gradually how others might be feeling. To make healthy choices about food, drink, activity, and toothbrushing. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Independence and cooperation.</p> <p>Subject teacher/s: Mrs Whitehurst</p>	<p>Topic/s: Father's Day, Space pictures</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. To join different materials and explore different textures. To show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. To sing the melodic shape of familiar songs. To create their own songs or to improvise a song around one they know. To play instruments with increasing control to express their feelings and ideas. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Performance; listening and memory development.</p> <p>Subject teacher/s: Mrs Whitehurst</p>
French	Music	Home School links
<p>Topic/s: Colours, Animals, Songs and Rhymes</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To say your name. To learn 6 colours (bleu, rouge, jaune, blanc, orange, vert). To learn 3 animals (chien, lapin, poisson). To count to 6. To join in with our songs, games and activities. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Speaking; listening; participation; confidence.</p>	<p>Topics : Exploring Instruments and Singing songs connected with summer and having fun.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To begin to develop an awareness of pitch: high and low. To begin to develop an awareness of dynamics: fast and slow. To begin to develop an awareness of timbre: loud and quiet. To respond to visual and auditory cues. To remember and sing entire songs and to perform them successfully in front of other people. To play simple percussion instruments. 	<ul style="list-style-type: none"> ➤ Twice daily, face-to-face feedback with parents, (at drop-off and pick-up). ➤ Weekly Nursery Newsletter published in the school Chronicle. ➤ Photos released to parents through Family. ➤ Key Person meetings offered to parents throughout the year. ➤ Star of the Week certificates awarded at Celebration assembly. ➤ Graduation Ceremony to mark transition to Reception. ➤ Father's Day Open Nursery event. ➤ End of Year Preschooler Transition Reports (Badgers)

Subject teacher/s: Mme Westerman

Skills: *Through their learning pupils will develop the skills of:*
Performance; listening; appraising.

Subject teacher/s: Mrs Olden

Homework

- ❖ Daily Reading via Home Reading Folder and Diary – sequence of suggested activities attached to inside front cover.
- ❖ Oxford Reading Tree Fiction and Selection of Non-Fiction texts