

Nursery Term 4:

Paws & Claws

Growth & Plants / Spring

Easter

Core Texts	<p>MAIN TEXTS to choose from: Teachers to spend two weeks text</p> <ul style="list-style-type: none">• Hairy Maclary• Multi-media link – Espresso Spring / plants• Jasper’s Beanstalk• Puddle and the Happy Easter Day (RE)

<p>Language (Prime area)</p>	<p><u>Listening & Attention:</u></p> <p>Do they listen to others one to one or in small groups, when conversation interests them? Are they able to listen to stories with increasing attention and recall? Do they join in with repeated refrains and anticipates key events and phrases in rhymes and stories? Are they able to follow directions (if not intently focused on own choice of activity)?</p> <p><u>Speaking:</u></p> <p>Strategies and interventions to promote speaking:</p> <ul style="list-style-type: none"> • Box clever • Commenting on play • Observing adults interactions (staff development) • S & L visual prompts • Colourful semantics • Repetitive stories • Stay and play sessions with significant carers • Staff to implement sign along to develop communication • All adults to model good grammar • Mr. Nunn – music sessions • Puppets and small world play provided as continuous provision <p><u>Understanding</u></p> <p>Do they understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. who’s that/can? What’s that? Where is.?) Are they developing understanding of simple concepts (e.g. big/little) Do they understands use of objects (e.g. “what do we use to cut things?”)</p> <p>Are they able to show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture?</p>
<p>PSED (Prime Area)</p>	<p><u>Managing Feelings & Behaviour - questions to support observations and assessments</u></p> <p>Do they seek comfort from familiar adults when needed?</p> <p>Are they able to express their own feelings such as sad, happy, cross, scared, and worried?</p> <p>Do they respond to the feelings and wishes of others?</p> <p>Are they aware that some actions can hurt or harm others?</p> <p>Do they try to help or give comfort when others are distressed?</p> <p>Do they Show understanding and cooperates with some boundaries and routines?</p> <p>Are they aware of own feelings, and knows that some actions and words can hurt others’ feelings?</p> <p>Do they accept the needs of others and can take turns and share resources, sometimes with support from others?</p> <p>Teachers to see: Jigsaw– Nursery to carry out Jigsaw - sessions during key worker times. PALS groups taken by TA</p>

Physical Development (Prime Area)	<p><u>Moving & Handling</u></p> <ul style="list-style-type: none"> • Play-dough disco • Using one handed tools with increasing accuracy • Continuous provision – hammers, water play investigation pouring and filling • Mark making opportunities outside and inside • Threading • Pre-writing patterns/pencil control sheets available • Ball games • Balance focus <p><u>Acquiring and developing skills</u></p> <p>Evaluating and improving Are they able to run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can they stand momentarily on one foot when shown? Can catch a large ball? Are they able to balance? Are they interested in mark making?</p> <p>Note: large scale mark making to be an adult directed/independent task that is available daily.</p> <p><u>Health and self-care</u></p> <p>Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely (cooking link) Can usually manage washing and drying hands (cooking link) Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>
Reading	<p>RWI – Short sessions to take place –</p> <ul style="list-style-type: none"> • Teach/recap on set 1 sounds – one sound a day and review previous sounds. • Assisted blending with children who are ready using magnetic boards. • All adults to optimise piny time when floating/facilitating • Fred talk to be modelled throughout session to encourage blending skills • At the end of term carry out RWI assessments for nursery (See Ivie for assessment sheets) • Pie Corbett to be implemented • Adults to read at least two stories per session • Do they recognise their own name • Do they recognise high frequency words
Writing	<ul style="list-style-type: none"> • Provide mark making opportunities daily • What stage of drawing are they at? • Can they form circular marks? • Are they giving meaning to the marks they make? • Can they distinguish between the marks they make? • Purposeful drawing opportunities to be planned for • Name writing to be a daily task (during self-registration) • Are they able to write sounds as they say them (simple CVC / RWI 1.1 words)
ICT (UW) (Specific Area)	<p>Technology: Progress Matters: Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc.</p> <p>Mouse control and Active Inspire board pen skills</p>

	<p>Provide opportunities to use the mouse control pad to develop their skills and to practise using the Active Pen.</p> <p>suggested website BBC Growth game: http://www.bbc.co.uk/schools/scienceclips/ages/5_6/growing_plants.shtml</p>
Understanding the World(Specific Area)	<p><u>The World</u></p> <p>Can they talk about some of the things they have observed such as plants, animals, natural and found objects?</p> <p>Can talk about why things happen and how things work?</p> <p>To have a developing an understanding of growth, decay and changes over time.</p> <p>Do they show care and concern for living things and the environment?</p>
Understanding the World(Specific Area)	<p><u>People and Communities</u></p> <p>Easter: The Good Shepherd</p> <p>My Christian Faith</p> <p>Dogger</p>
Expressive Arts & Design(Specific Area)	<p><u>Exploring and Using Media & Materials:</u></p> <p>Are they interested in textures and do they describe the texture of things?</p> <p>Do they construct with a purpose in mind using a variety of materials?</p> <p>Do they combine materials?</p> <p>Do they select tools for a purpose when involved in creative activity?</p> <p>Suggested activities: Making shoe box gardens Creating dog dens</p> <p><u>Being Imaginative:</u></p> <p>Role-play is a continuous strand and links to Literacy throughout the year.</p>
Mathematics (Specific Area)	<p>Prepositions (2 weeks)</p> <p>To be able to understand and use positional language: under, on top, next to, in front, back. Link to ICT taking photographs of soft toy (dog link to Hairy Maclary) in different positions encouraging children to use and understand prepositional vocabulary.</p> <p>Shape, space & measures (2 weeks)</p> <p>To Begin to categorise objects according to properties such as shape or size. Is able to use the language of size.</p> <p>Number (1 week)</p> <p>Counting objects with 1:1 correspondence and to know the cardinal aspect of counting. Note: Nursery will also will refer to Receptions programme of study for Maths Mastery to ensure that teaching and learning is pitched at the <i>correct level</i>.</p>
Suggested role-play areas	<p>Vets Florists</p>
Enrichment/other	<p>Mother's day – plan Mother's Monday</p>

