

Nursery Term 6:

Mini-beasts

Science/furry friends

Summer

Core Texts

MAIN TEXTS to choose from:
Teachers to spend two weeks on a topic/text

- The Very Hungry Caterpillar
- Handas Surprise
- Little Lions Race (PSED/P4C text)

<p>Language (Prime area)</p>	<p><u>Listening & Attention:</u></p> <ul style="list-style-type: none"> • Can listen with interest to the noises adults make when they read stories (for younger pupils) • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. (for younger pupils) • Focusing attention – still listen or do, but can shift own attention • Is able to follow directions (if not intently focused on own choice of activity). <p><u>Speaking:</u></p> <p>Strategies and interventions to promote speaking:</p> <ul style="list-style-type: none"> • Box clever • Commenting on play • Modelling, expanding and expanding sentences • 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 <ul style="list-style-type: none"> • Are they beginning to use more complex sentences to link thoughts (e.g. using and, because). • Is able to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • So they understand use of objects (e.g. “what do we use to cut things?”) • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand ‘why’ and ‘how’ questions. • Do they understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. who’s that/can? What’s that? Where is.?)
<p>PSED (Prime Area)</p>	<p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others’ feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. <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"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles <p><u>Fine motor</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 • Name writing opportunities <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> <ul style="list-style-type: none"> • 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. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
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) • Labelling/Hold a Sentence • Writing for different purposes: lists, speech bubbles etc.
ICT (UW) (Specific Area)	<p>Technology:</p> <p>Progress Matters:</p> <p>Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc.</p> <ul style="list-style-type: none"> ○ Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. ○ Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

	<ul style="list-style-type: none"> ○ Knows that information can be retrieved from computers <p>Programmable toys focus: beebots etc.</p>
Understanding the World(Specific Area)	<p><u>People & Communities:</u></p> <ul style="list-style-type: none"> ○ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (cultural week) <p>Stay and Play sessions welcoming parents/carers into the nursery environment</p> <p><u>The World</u></p> <ul style="list-style-type: none"> ○ Can talk about some of the things they have observed such as plants, animals, natural and found objects. (mini-beasts/furry friends) ○ Developing an understanding of growth, decay and changes over time. ○ Shows care and concern for living things and the environment.
Understanding the World(Specific Area)	<p><u>People and Communities</u></p> <p>Eid-ul-Fitr My Muslim Faith The Gift of Friendship</p>
Expressive Arts & Design(Specific Area)	<p><u>Exploring and Using Media & Materials:</u></p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Realises tools can be used for a purpose. <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>Number (2 weeks) – objectives taken from 40 – 60 months; teachers to adapt LOs for younger pupils</p> <ul style="list-style-type: none"> • Compares two groups of objects, saying when they have the same number. . (40 – 60) • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. . (40 – 60) • Shows an interest in representing numbers. (40 – 60) <p>Shape, space & measures (2 weeks)</p> <ul style="list-style-type: none"> ○ Orders two or three items by length or height. . (40 – 60) <p>Number (2 weeks)</p> <ul style="list-style-type: none"> ○ Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. . (40 – 60) <p>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	<ul style="list-style-type: none"> • Cafe • Beach • Travel agents
Enrichment/other	<p>Cultural week End of year picnic Science Week Artist Week</p>

