

Topic - 6 week theme: Nursery - Magical me, myself & my family, settling in						
Core books - 2 week focus:						
I'm in Charge - <i>Jeanne Willis and Jarvis</i> , Elmer - <i>David McKee</i> , Five Minutes Peace - <i>Jill Murphy</i> + storytime : I want my potty – <i>Tony Ross</i> , Yoga babies – <i>Fearne Cotton</i> Nursery rhymes : Two Little Dickie Birds, Little Miss Muffet, Dr Foster went to Gloucester, Heads, shoulders, knees and toes, Old Mother Hubbard						
Talk for writing – 6 week focus:						
Dear Zoo - finding tale						
Key activities:						
Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and design
Ways the adult can facilitate						
<p>Singing nursery rhymes Listening to favourite stories repeating stories</p> <p>Give directions and focus chns attention by using their name – support with gestures and facial expressions</p> <p>Extend instructions/questions from one part to two part e.g. get you book bag and sit on the carpet</p> <p>Describe and acknowledge children's feelings using words like happy, sad, frightened, angry, upset</p> <p>Develop conversations with children and talk about their lives</p> <p>Repeat what children say back to them taking care to pronounce any mispronunciations correctly or to recast</p>	<p>Ring games Number games, circle time, parachute games Separate from main carer Following simple instructions Cooperating with some rules and boundaries</p> <p>Settling in Find out from parents/family what they do to sooth their child – familiar routines etc</p> <p>Give children options so that they can express preference but limit the range</p> <p>Provide children with consistent routines and people</p> <p>Organise resources indoors & outdoors so that children can access independently</p> <p>Recognise children's efforts to manage their behaviour such as 'I can see that it's</p>	<p>Naming body parts, noticing difference</p> <p>Develop/guide use of one handed tools e.g. scissors, hammers</p> <p>Check correct grip of cutlery and develop 'tripod grip' of pencils</p> <p>Fine motor skills Children must be provided with resources that develop their control e.g. different types of paper to tear & make marks on, holding and using jugs to pour e.g. pouring drinks for snack time Hammering pegs into the ground and pegs into a pegboard Play-dough disco Cooking activities Water and sand play Large scale mark marking for example large rollers outside with water, lining</p>	<p>Mark making pictures of themselves Drawing and making pictures of their family Listening to stories with increasing recall Identifying their favourite part of a story</p> <p>RWI Short sessions will be take place – connecting sounds to letters of the alphabet Fred talk to be modelled throughout session to encourage blending skills N2 children will begin assisted blending after the first 5 sounds are taught</p> <p>Reading Explore books through linked activities e.g. mimicking the movement of the different animals in 'Dear Zoo' and making the noises which keep mother bear awake in 'Five minutes Peace'</p>	<p>Ourselves puzzles Counting candles on cakes Nursery rhymes Counting up to their age</p> <p>Number: Counting rhymes Counting objects – 1:1 correspondence Talk to young children about the maths in everyday situations, e.g. doing up a coat, one hole for each button. Talk to Children about 'lots' and 'few' as they play.</p> <p>Compare quantities/amounts e.g. how many animals have we seen now? Are there more/less? Is it bigger/smaller?</p> <p>Identify small groups of objects in 2's and 3's</p> <p>Recite numbers to 5 in different ways and count small numbers of objects (five or less) noticing the</p>	<p>Comment on their baby picture Visit to a park looking for groups of people/family groups</p> <p>Thinking about themselves, their families and where they live, favourite toys and pets Gotcha Smile (How do we make friends?)</p> <p>Display baby photographs and family photographs and pictures/paintings. Notice differences and similarities including what people are wearing. Talk about clothing and its significance either culturally or related to the weather</p> <p>Share family stories</p> <p>Create books/displays about different families around the world (Dollar Street at gapminder.com https://www.gapminder.org)</p>	<p>Explore different tools 3D models of different houses using blocks, junk modelling Exploring musical instruments</p> <p>Listen with children to a variety of sounds, talking about favourite sounds, songs and music. Introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow</p> <p>Develop pretend play pretending that one object represents another e.g. pretending that a wooden block is a telephone or pine cones are pasta in a pan</p> <p>Develop home corner with resources to support family life/looking after one another, looking after a baby</p> <p>Provide materials to support imaginative play at</p>

<p>sentences with grammatical errors.</p> <p>Expand on children's phrases by adding languages and/or new ideas</p> <p>Encourage deeper thinking using phrases such as 'I wonder what/why....', 'What might happen if....'</p> <p>Share picture books daily & have a daily story time – focus on vocabulary which doesn't occur commonly in every day speech – extend dialogue on from stories/books relating to every day experiences/real life</p> <p>Practice songs & rhymes regularly</p> <p>Small world play based on 'Dear Zoo' and/or other familiar stories</p> <p>Outdoor 'Dear Zoo' themed area</p> <p><u>Speech and language strategies</u> Adults to use colourful semantic sign along Visual timetables to be used All adults to use visual keyrings Box clever strategies displayed Box clever groups to take</p>	<p>hard to wait....</p> <p>Support children in noticing difference and encourage positive attitudes to diversity & inclusion</p> <p>Explore emotions using story props such as the animals' feelings in 'Dear Zoo'</p> <p>Allocate children with jobs/tasks re: taking care of their environment e.g. handing out fruit, washing up plates</p> <p>Invite a visitor into the setting e.g. the head teacher, the Cook, the site supervisor, parents from a range of occupations and talk about their roles</p> <p>Go on short walks around the school grounds</p> <p>Set up a role play area focussed upon personal care e.g. hair dressers, barbers, dentists, doctors</p> <p>Display simple pictures exemplifying simple rules/expectations</p> <p><u>Jigsaw</u> Being Me in my World Planning support in Jigsaw & undertake jigsaw sessions during key worker times PALS groups taken by TA</p>	<p>paper and paint, chalk inc vertical surfaces inside & outdoors</p> <p>Talk about and set expectations for safe use of tools</p> <p>Opportunities to eat using cutlery – checking children's grip</p> <p><u>Large motor</u> Develop control and coordination including balance on logs/planks etc Plan chasing games and ring games Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe Encourage body tension activities such as stretching, reaching, curling, twisting and turning – encourage children to lead, follow and/or copy movements</p> <p>Play movement games e.g. musical statues</p> <p>Learn movement sequences to rhymes e.g. two little dickie birds & Heads, shoulders, knees & toes</p> <p>Take turns in rolling balls</p>	<p>Encourage children to join in with repeated refrains – using story maps to support this. Story walks</p> <p>When sharing books draw children's attention to different parts and the print & its features.</p> <p>Love of Reading sessions key vocabulary explored and taught</p> <p><u>Writing</u> Listen and support what children tell you about the marks they make Children should be given a variety of mark making materials – paint, oil pastels, chalk and sensory opportunities to make marks e.g. in wet sand, flour, slime Help children to form the letters/first letter of their name correctly To be able to distinguish between the different marks they make</p> <p><u>Phonic awareness:</u> Help children to tune into different sounds by making changes to rhymes by changing words and/or making them personal e.g. Little Miss Blair sat on a chair... Dr Foster went to Costa, in his leg he felt a pain.....</p>	<p>quantity/value representing the set is the last number</p> <p><u>Shape, Space & Measures</u> Provide different sizes and shapes of containers in water and sand play, so that children can experiment with quantities and measures.</p> <p>Inset puzzles & jigsaws</p> <p>Notice and look at patterns in the natural world – animal coats, leaves – use printing activities to extend patterns further</p> <p>Develop positional language 'on top of' underneath, beside, next to, up, down, through etc & use to describe for instance a walk around the school grounds</p> <p>Develop language for times of the day/days of the week, today, tomorrow & yesterday</p> <p>Maths Mastery plans used for coverage/links to Development matters</p>	<p>g/dollar-street is a great resource for this)</p> <p>Display photographs of people performing familiar roles (could include children's parents) e.g. shopkeeper, hairdresser, street cleaner, lorry driver, teacher, doctor, dentist, nurse, religious leaders, delivery driver etc and ensure that they reflect diversity and challenge stereotypes. Talk about the people, what they do, differences & similarities</p> <p>Exploration of natural materials indoors & outdoors – make collections of natural materials – contrast & compare (use magnifiers)</p> <p>Explore the immediate environment of the school grounds walking under trees & feeling the bark, feeling the grass and hard surfaces, sensing temperature & textures inc on rainy days wearing coats & wellies/using umbrellas – take photographs for displaying/labelling</p> <p>Lay on the ground with eyes closed & listen out for sounds...</p> <p>Look out for living things such as minibeasts & birds</p> <p>Notice things that are</p>	<p>different scales e.g. small world zoos & making enclosures using large cardboard panels/boxes...</p> <p>Draw faces representing features & explore how emotions: sad, happy, frightened might be conveyed</p> <p><u>Rhymes and music</u> Using instruments Action rhymes</p> <p>Lay on the ground with eyes closed and listen to sounds then open eyes & match to sounds</p> <p>Play variations of 'squeak piggy squeak' & ring games where children are blindfolded and identify other children in the group from the sound of the voice e.g. by repetition of nursery rhymes</p> <p>Clap/tap the pulse of songs/nursery rhymes</p>
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<p>place All adults to get down to the children level when interacting with them being a model of good spoken language</p> <p><u>listening & Attention</u> PALS – How to meet and greet Do they say hello to others? Do they introduce themselves?</p>		<p>back & forth</p> <p>Notice when young children are ready to begin toilet training and discuss this with parents</p> <p>Support children with dressing independently and doing up buttons, zips etc giving support where required but leaving increasing steps for children to do</p> <p>Share books, demonstrate and talk with children about keeping healthy through what they choose to eat, brushing their teeth, blowing noses into a tissue & throwing that away, washing & drying hands – esp. before eating and after going to the toilet</p>	<p>Dr Tatlock went to the dock... Old Mother Farage went to the garage...</p> <p><u>Environment:</u> Label resources with both pictures and words</p> <p>demarcate pathways/directions using leaves, twigs and other 'found materials'</p>		<p>growing/changing e.g. flowers fading & dying, seed heads etc</p> <p>Plant daffodil bulbs in the garden in Sept/Oct</p> <p>Role Play: Zoo keeper's office Hairdresser/barber Doctor's surgery/dentist Ensure dolls/dressing up clothes reflect diversity</p> <p>Home corner (outside) Deconstructed role-play – child initiated – practitioners to supply large cardboard boxes and a range of hats, dress up and other materials</p>	
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What the provision can offer

<p>Traditional dressing up clothes Self portrait with different tools Books about families small world scenario re: home/zoo Parental involvement/separation from carer Mindfulness / Meditation Chalk board and chalks – drawing families Cup cakes cases to make birthday cakes / playdough to make cakes</p>	<p>Papier-mache to create a face of themselves Construction equipment to make houses Water wheels & jugs with lentils Buggies and babies, dressing up dolls babies Magazines and scissors Stamps and tools with paint Doctors role play area / Home corner area Mark make on the whiteboard / listen to stories on the IWB</p>
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Festivals/focus days:

<p>Enrichment & parental engagement</p> <ul style="list-style-type: none"> ● Stay and settle children ● Parent workshop – routines, story telling, nursery rhymes, play dough disco and cutting skills. ● Chatterbox sessions to be offered ● Stay and read (Love of Reading) ● Getting to know the school environment ● Stay and celebrate- looking through special books and writing <p>Calendar events:</p>
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- Seed gathering season (23rd September – 22nd October 2021)
- Harvest festival (Sunday closest to the Harvest Moon which takes place around the autumn equinox – variable dates)
- Black History Month October

Critical Thinking/Creativity activities:

All activities must have an example provided

Challenge for the week-link with children's interest.

Can you design your own? Ensure children have access to wooden sticks, doweling rods and large wooden construction etc.

Dear Zoo - suggested Critical Thinking Activities:

Confidence building exercises/working together collaborative activities e.g.

Matching parent/baby animal cards/puzzles. Can we make more of our own? What would the cards look like for your family?

Matching animal images & sounds cards/puzzles. Can we make more of our own? Sound lotto

Sound games e.g. squeak piggy squeak

Pom Pom Turn Taking Game - Turn-taking, social interaction

In a nutshell – Trap pom poms in a colander using some wooden sticks or pipe cleaners and turn it upside down. Let the children take turns to pull the sticks out (and strengthen their fine motor skills!) until all of the pom poms fall down like an avalanche!

What you need –

- Around 50 Coloured Pompoms
- Wooden BBQ Sticks or Pipe Cleaners
- A Large Colander

If you build it - This team-building game is flexible. Simply divide students into teams and give them equal amounts of a certain material, like pipe cleaners, blocks, or even dried spaghetti and marshmallows.

Then, give them something to construct. The challenge can be variable (think: Which team can build the tallest, structurally-sound castle? Which team can build a castle the fastest?). You can recycle this activity throughout the year by adapting the challenge or materials to specific content areas.

Skills: Communication; problem-solving

Parachute Game - Washing Machine – Place some items such as jumpers or teddies on the parachute. Ask the children to take a handle each and listen carefully for the instructions. The children must act like the washing machine and walk round in a circle, you can shout instructions such as 'faster', 'slower', or 'change direction (stops the children getting too dizzy) After the clothes have been washed the children have to then tumble dry them. This can be done by encouraging the children to softly bounce the clothes on the parachute.