

Nursery Term 3

Topic - 6 week theme: Houses & Homes						
Core books - 2 week focus:						
Cave Baby – <i>Julia Donaldson</i> , No matter what – <i>Debi Gliori</i> , Town mouse and country mouse + storytime : Guess how much I love you – <i>Sam McBratney</i> , Triangle – <i>Mac Barnett & Jon Klassen</i> <i>Peace at Last - Jill Murphy</i>						
Nursery rhymes : Humpty Dumpty sat on a wall, Hickory Dickory dock, I hear thunder, London Bridge is falling down, 1, 2, 3, 4, 5, once I caught a fish alive						
Talk for writing – 6 week focus:						
The three little pigs – Conquering the monster						
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>Enjoy listening to longer stories and can remember much of what happens. Daily story time & plentiful opportunities to share stories</p> <p>Pay attention to more than one thing at a time, which can be difficult. Give clear prompts – use names</p> <p>Use a wider range of vocabulary. Regularly check understanding of vocabulary in stories and through exchanges: Wolf, 'huff and I'll puff', hungry, whiskers, straw, sticks, bricks, chimney, frightened etc</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Build upon and extend the range of activities throughout the provision that were on offer in terms 1 & 2. Engage in and model new activities so that children feel enticed to engage as well.</p> <p>Develop their sense of responsibility and membership of a community. Continue to invite & engage children in tasks which involve 'jobs' in the Nursery e.g. sharing out snacks, cleaning down the table after cooking, tidying up the home corner etc</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting.</p>	<p>Understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p>

<p>Model more complex forms of language e.g. in the home corner “excuse me, I’m very hungry. Do you have something I could eat?” or “I love your house, it’s beautiful. What is it made from?”</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” or “Why do you think the house of sticks fell down?”</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Stimulus: Home corner – homes made from different materials / small world & construction/forest area – build model homes & build dens. Consider how well they stand up</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh</p> <p>multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</p> <p>Listen out carefully for inaccuracies in children’s</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Invite trusted adults from the construction &/or home caring or service industry into the setting to show the work that they do</p> <p>Show more confidence in new social situations.</p> <p>Take children for short walks around the locality looking at the different places where people live.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Engage in children’s play scenarios and develop themes in their play, through open/inviting questions encouraging consideration and development of everyone’s ideas.</p> <p>Challenge exclusion of ideas and over focussing upon the ‘ideas of the few’ by asking questions like “remind me, what was Leah’s idea again? Mmmmm how could we use that?”. Support children in reaching a compromise. Note children’s interests and</p>	<p>For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Moving & Handling</p>	<p>pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>WI – Short sessions to take place –</p> <p>Teach/recap on set 1 sounds – one sound a day and review previous sounds.</p> <p>Assisted blending with children who are ready using magnetic boards.</p> <p>All adults to optimise piny time when floating/facilitating</p> <p>Fred talk to be modelled throughout session to encourage blending skills</p> <p>At the end of term one carry out RWI assessments for nursery (See Ivie for assessment sheets)</p> <p>Reading:</p> <p>Pie Corbett to be implemented</p> <p>Adults to read at least two stories per session</p> <p>Use big books for shared reading - adults to model reading process - TOL - title, author, contents</p> <p>Make class books of the children’s drawings linked to a theme such as TFW text or ‘My House/family’ etc.</p>	<p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Understand position through words alone – for example, “The bag is under the table,” –with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>People and Communities</p> <p>Buddhism – Spirited play: Gifts for the Poor / Good Samaritan - stories</p> <p>Home corner - foods and tools from different cultures -wok, chopsticks, chapati pan and roller.</p> <p>The World</p> <p>Do they take an interest in different forms of transport?</p> <p>Do they enjoy playing with small world sets such as train sets, cars etc.?</p> <p>Non fiction books with small world, role play bus driver, use real tickets/oyster cards</p> <p>Sing Wheels on the Bus, This Little Train, Row Row your Boat.</p> <p>Technology:</p> <p>Progress Matters: Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc.</p>	<p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to</p>
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<p>language and model correct language back in responses</p> <p>Use longer sentences of four to six words.</p> <p>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.</p> <p>In responding to children 'wonder out loud' and expand on ideas.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Converse with children collaboratively to share ideas and to 'work together' to solve a problem/address an issue</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Ask children questions and seek clarification/elaboration re: their experiences</p> <p>Speaking:</p> <p>Strategies and interventions to promote speaking:</p> <p>Box clever</p> <p>Commenting on play</p> <p>S & L visual prompts</p> <p>Repetitive stories</p> <p>Staff to implement sign along to develop communication</p> <p>All adults to model good grammar</p>	<p>develop the environment so that these are reflected.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk about rules & why we need them – use stories which address issues of fairness/equality to support this. Support commo rules/expectations in the provision with visual prompts on display.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Ensure that adults throughout the setting are consistent in modelling behavioural expectations and supporting children in a consistent and calm manner where difficulties arise.</p> <p>Understand gradually how others might be feeling.</p> <p>Consider the story of the Three Little Pigs from the perspectives of the different characters. In what ways might the feelings be the same/different?</p>	<p>Opportunities to make gross motor movements - dancing, running, jumping, rolling, balancing</p> <p>Provide opportunities for climbing and travelling - climbing frames, blocks and planks, tyres and crates.</p> <p>Bikes, tricycles, scooters, wheelbarrows, buggies; use them on different surfaces if appropriate</p> <p>Play-dough disco</p> <p>Using one handed tools with increasing accuracy</p> <p>Continuous provision – hammers, water play investigation pouring and filling</p> <p>Threading</p> <p>Acquiring and developing skills</p> <p>Evaluating and improving</p> <p>Are they able to use alternate feet when climbing?</p> <p>Can they travel in different ways?</p> <p>Are they able to avoid collisions with others when taking part in games?</p> <p>Are they able to balance?</p> <p>Are they interested in mark making?</p> <p>Mark making opportunities outside and inside</p>	<p>Writing:</p> <p>Provide mark making opportunities daily - can be with a range of media and materials - paint, sand, water, pencils, crayons etc.</p> <p>What stage of drawing are they at?</p> <p>Can they form circular marks?</p> <p>Can they distinguish between the marks they make?</p> <p>Purposeful drawing opportunities to be planned for. Ask children to talk about their drawings. Share and celebrate them with the class.</p> <p>Name writing to be a daily task (during self-registration)</p>	<p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Pattern (3 weeks)</p> <p>Do they notice simple shapes and patterns in pictures?</p> <p>Do they understand that a pattern repeats? (lots of practical opportunity using manipulatives)</p> <p>Plan a sequence of lessons that build upon each other.</p> <p>Play games - If you are wearing spots run to..."</p> <p>Using construction resources to make a pattern with shapes or colours</p> <p>Line up children 'boy, girl, boy, girl...'</p> <p>Sing 'Clap your hand, wiggle your fingers...'</p> <p>Body percussion patterns</p> <p>Number (3 weeks)</p> <p>Can they compare differences between quantities?</p> <p>Can they use some language of quantities, such as 'more' and 'a lot'?</p> <p>Do they know that a group of things changes in quantity when something is added or taken away?</p> <p>Embed counting throughout the provision - model with concrete</p>	<p>How to use a digital camera</p> <p>How to download images from the camera on to a computer</p> <p>How to copy digital photographs in to ActivInspire</p> <p>How to record voices in ActivInspire</p> <p>How to create a talking book in ActivInspire and/or Clicker5</p> <p>Outdoor provision:</p> <p>Do they notice features of their environments (look at the difference between story setting and local area) and comment on this?</p> <p>Local area walk - take photos and use voice recorders - different types of homes and buildings - use activinspire to share ideas and experiences as a class.</p> <p>Characteristics of Effective Learning: Playing and Exploring Engagement</p> <p>Engaging in open-ended activity</p> <p>Making dens or creating 3D environments</p> <p>Role Play:</p> <p>Home corner</p> <p>Story mountain</p>	<p>express their feelings and ideas.</p> <p>Exploring and Using Media & Materials:</p> <p>Do they experiment with blocks, colours and marks? e.g. making dens, drawing plans, free access to paint and mark making materials</p> <p>Provide planned opportunities to paint with a purpose in mind linking to key texts</p> <p>Explore scale - long strip of lining paper, large boxes, paving, floor, table top, easel.</p> <p>Large scale collaging - using a variety of materials - 3 little pigs/house and homes - straw, sticks, bricks, sand, clay, different tapes and glues.</p> <p>Junk modelling houses</p> <p>Do they select tools for particular purposes?</p> <p>Range of tools in provision - woodworking, scissors, hole punches, staplers</p> <p>Being Imaginative:</p> <p>Role-play is a continuous strand and links to Literacy throughout the</p>
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<p>Stay and play sessions with significant carers - talk to carers about children's interests at home Puppets and small world play provided as continuous provision - introduce different themes to meet children's interests or link to core texts</p> <p>Do they understand 'who, what, where' questions with the use of sign along gestures? All adults to be consistent in the signs they use.</p>	<p>All adults to use core board, and visuals for self regulation.</p> <p>Planning support in Jigsaw & undertake jigsaw sessions during key worker times PALS groups taken by TA</p>	<p>Note: large scale mark making to be a adult directed/independent task that is available daily.</p> <p>Health and self-care Can they recognise danger and seek support from significant adults for help? Support children when introducing new resources.</p> <p>Can they put on a hat or unzip zipper on their jacket, and take their jacket? Adults encourage independence, build time for this into daily routines. Talk to carers when appropriate</p> <p>Can they use the toilet independently and take care of their personal hygiene? Support carers with toilet training Adults promote handwashing etc.</p> <p>Do they choose to eat a range of healthy snacks? Offer a variety of foods, talk about their choices, plan food tasting activities. Information for carers Do they enjoy taking part in physical activity?</p>		<p>resources and in provision with the small world, home corner, sand, water. There should be three pencils in this pot-numbers on pots.</p> <p>Counting songs - forwards and backwards</p> <p>The Number 3 - composition - part/part/whole Read other stories with the number three Subitising - dice games</p> <p>Home learning - what is your door number?</p> <p>Note: Nursery will also refer to Receptions programme of study for Maths Mastery to ensure that teaching and learning is pitched at the <i>correct level</i>.</p>		<p>year.</p> <p>Adults modelling re-telling stories with puppets, masks; use helicopter stories and story maps</p> <p>Role play builders - sand and foam bricks, replica tools, large blocks, boxes.</p>
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What the provision can offer

Role play costumes and puppets for storytelling
Collage materials to explore the 3 little pigs houses; straw, sticks, bricks, clay
Woodworking
Make masks or puppets - fur, hair, whiskers - explore story characters Junk modelling house and homes
Photos of different homes - where do you live? door numbers?
Dolls House and small world
Furniture catalogues - collage different rooms in the house
Making nest boxes and bird feeders - recycled materials-ask chn to bring in

Patterned fabrics/tea towels
Range of everyday objects - shape printing/ drawing around
Sowing seeds in pots for planting out later - Use camera to take photos of seed planting - start a 'growing diary'
Kitchen tools from different cultures - Chinese New Year
Music from different cultures - dragon/ lion dancing

Festivals/focus days:

Outside challenge

Calendar events:

- Big Schools bird watch (first half of spring term)
- 27th January Holocaust Memorial Day
- Chinese New Year (The first day of Chinese New Year begins on the new moon that appears between 21 January and 20 February)
- National Story Telling week (30th Jan – 6th Feb 2021)
- February LGBT+ History Month - Red Rockets and Rainbow Jelly, Vincent the Vain - wear a rainbow - make a rainbow
- Safer Internet Day (9th February 2021)
- St Valentine's Day 14th February
- National nestbox week 14th – 21st February

Critical Thinking/Creativity activities:

The Three Little Pigs - suggested Critical Thinking Activities:

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

Look at different animal homes/shelters. Make dens using materials from the found environment, large scale construction material, fabric etc. Make houses & homes in small world scenarios for different 'characters'. Match pictures etc of animals to their homes, story characters to their homes.

Begin to build mapping skills & language by creating large scale 'maps' of the Nursery outdoor environment depicting good hideout places. Key questions: How could we draw this? What comes first/next/last etc, what is next to? Are there any clues? How could we find out...? Take photographs of different places for children to match up on the 'map'

Parachute Game - Fruit Salad – Choose three fruits and then go around the children giving them the name of the fruit that they are going to be, try to keep the groups as equal in numbers as possible. The children stand shaking the parachute and listen for their fruit to be called out. When a fruit is called, the children have to raise the parachute while the children whose fruit has been called run underneath and swap places with someone of the same fruit. Fruit Salad can be called, so all the children swap places and the same time before the parachute falls to the floor. To simplify this game two children's names could be called for them to swap places.