

## Nursery Term 6

Topic - 6 week theme: Superheroes						
Core books - 2 week focus:						
<b>Storytime:</b> Handa's Hen <i>Eileen Browne</i> , Slow Samson <i>Bethany Christou</i> , The Gruffalo <i>Julia Donaldson</i> , Pass it on <i>Sophie Henn</i> , Each peach pear plum <i>Janet &amp; Allan Ahlberg</i>						
<b>Nursery rhymes:</b> Little Jack Horner, One, two, buckle my shoe, Little Bo Peep, 10 Fat Sausages, I can sing a rainbow						
Talk for writing – 6 week focus:						
The Gruffalo + stories related to this term's calendar events ( <i>Whatever Next and Handa's Surprise - H</i> )						
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>Share in stories daily demonstrating good listening skills. Encourage children to join in with repetitive refrains and repeated phrases. Consider responses to questions 'How do you think the Little Red Hen is feeling?', 'What would you do if you were the little red hen?', 'Do you think that the little red hen was right to eat all of the bread herself?'</p> <p>Prompt children, using their name, when you need them to change their attention away from an activity in which they are engaged.</p> <p>Relate stories to children's direct experience – bake bread/bread rolls, grind up corn..... Focus on key vocabulary (in texts) and</p>	<p>Increase the range of resources and challenges on offer to children which increase the level of complexity of task. Introduce new experiences and challenges e.g. cutting soft fruit with knives</p> <p>Develop a wide range of 'jobs' which children can manage which help in the provision e.g. preparing fruit for snack time, washing up plates etc</p> <p>Organise for increased interaction with a wider range of people/visitors e.g. gardeners, growers, artists, firefighter, actor...</p> <p>Visit interesting places e.g. Plant Nursery, park, farm, bakery</p> <p>Invite children to come up with ideas re: developing</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Transfer movement skills from one context to another e.g. threading in threading boards to threading string through a frame to support plant growth.</p> <p>Encourage painting and making marks with chalk on large vertical surfaces.</p> <p>Encourage movement games and follow my leader using sequences inspired in stories e.g. picking up corn from the ground, milling/grinding the corn</p> <p>Give children opportunities to play in larger spaces such as the KS1 field, park etc</p>	<p>Draw children's attention to a wide range of print: shop shelves, instructions on seed packets, with plants etc</p> <p>Share stories daily and notice the structure – parts of the book, organisation of text</p> <p>Identify use of upper &amp; lower case letters, notice that sentences start with a capital letter and end with a full stop</p> <p>Play with rhymes and swap words around for rhyming counterparts e.g. Bill, Bill quite still, how does your garden grow...</p> <p>Miss out words in rhymes so that children have to fill them in: It's raining, it's pouring, the old man is ....</p>	<p>Count and group plants/seeds – match groups to corresponding dice, numerals etc</p> <p>Play cumulative (the enormous turnip) games and count the number of players each time</p> <p>Count out numbers of objects emphasising &amp; repeating the last number</p> <p>Regularly repeat the counting sequence, counting both up and down. Play hide &amp; seek and count to....</p> <p>Label pots/containers with 'gardening' equipment with the number of tools – draw children's attention to this when tidying up</p> <p>Have mathematical conversations using 'more</p>	<p>Make collections of natural materials – leaves, flowers, sticks, seeds, pebbles etc</p> <p>Examine materials with magnifying glasses, make drawings of objects</p> <p>Show &amp; explain concepts of growth, change and decay – record what happens to plants over time including the plant dying off</p> <p>Make a compost heap &amp; observe old fruit/veg going mouldy</p> <p>Hatch chicken eggs, caterpillar eggs and take care of young creatures</p> <p>Talk about forces e.g. how it can be easy or difficult to dig ground. How the wheelbarrow moves when pushed</p>	<p>Take part in simple pretend play – create role play areas which reflect an outdoor/growing theme e.g. garden shed, gardeners hut, garden centre, greenhouse</p> <p>Create small world scenarios with farms &amp; fruit and vegetables</p> <p>Provide an increasing range of resources &amp; equipment for junk modelling including sticky tape, glue, masking tape, paper clip &amp; paper fasteners, string, hammers &amp; nails, glue guns, paints</p> <p>Invite artists, musicians &amp; craftspeople into the setting.</p> <p>Let children initiate ideas about what they'd like to create.</p>

<p>encourage its use in context: corn, farm, bake, oven, grind, mill etc</p> <p>Understand a question or instruction that has two parts, such as: "Can you pick a trowel from the tray and dig a hole over here?"</p> <p>Plant and grow a range of different flowers, fruits and vegetables/salads – this will encourage a wide range of talk and questions. Visit a Nursery, look at the plats together and decide what to buy.</p> <p>Understand 'why' questions, like: "Why do you think that the dog felt tired?"</p> <p>Sing a large repertoire of songs – recall songs and rhymes from earlier in the year as well as the focus rhymes for this term</p> <p>Repeat/recast children's phrasing back to them correcting any errors especially in relation to irregular tenses e.g. grewed for grew, eated for ate and focus on more challenging sounds such as: r, j, th, ch, and sh and multi-syllabic words such as 'caterpillar'</p> <p>Expand and build on children's phrasing</p>	<p>role play areas. Support children in managing differences of opinion/conflict modelling how to resolve problems by listening and agreeing a compromise</p> <p>Provide visual prompts re: rules and support children in adhering to them.</p> <p>Model managing challenging situations by keeping calm and acting with sensitivity. What are our 'Super hero' abilities?</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Discuss how the cat in 'The Little Red Hen' might be feeling or the feelings of characters in Handa's Hen</p> <p>Planning support in Jigsaw &amp; undertake jigsaw sessions during key worker times PALS groups taken by TA</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 digging holes with trowels, cutting off dead flowers with scissors</p> <p>Check children's tripod grip re: holding cutlery &amp; pens/pencils. Develop fine manipulation by picking and sorting stones/seeds for example</p> <p>Can they copy some letters, e.g. letters from their name? Can they write their names?</p> <p>Support children in becoming increasingly independent in managing dressing/undressing and hygiene – toileting, hand washing, cleaning teeth, blowing noses etc</p> <p>Talk to children about keeping physically active, eating well &amp; staying</p>	<p>Play 'Eye spy with my little eye' and go on word treasure hunts looking for things that begin with.....</p> <p>Provide lots of opportunities for mark making – clipboards, chalkboards, notice boards, note pads, chalks outside – making labels for plants</p> <p>Write some or all of their name. Write some letters accurately.</p> <p><b>RWI – Short sessions to take place –</b> 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 pinyin 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</p>	<p>than' &amp; 'fewer than' e.g. we have some plants left over... there are fewer pots than there are plants. Draw children's attention to changing amounts such as in stories like 'the enormous turnip'</p> <p>Record plant growth and make comparisons about height</p> <p>Have discussions using the language of shape * position – plant a seed in each corner of the pot..., let's put the pots further along the path where they'll be in the sun</p> <p>On a walk to the nursery recall the route and talk about the order of things along the way – first, then, after etc</p> <p>Provide small play with train tracks &amp; roads etc</p> <p>Set up obstacle courses with challenging routes – play blindfold games and direct children orally along the route</p> <p>Provide den making materials, blocks for making 'patio surfaces, pathways, construction for building sheds – talk about the shapes &amp; their properties</p> <p>Play repeating pattern sound games and</p>	<p><b>People and Communities</b> Eid-ul-Fitr My Muslim Faith The Gift of Friendship</p> <p>Talk about Super heroes, how they help people &amp; then stories of 'real people' who have been a Super hero in their own way &amp; who have changed life for the better for others.</p> <p>Consider things we can do to make life better for other people. How can each of us be a super hero</p> <p><b>The World</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world – looking at where in the world we are and where in the world do particular animals come from? LGBT/Equality stories Stay and Play sessions welcoming parents/carers into the nursery environment</p> <p><b>Technology:</b> Progress Matters: Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc. Programmable toys focus: beebots etc</p>	<p>Develop drawing &amp; model making talking through children's ideas with them.</p> <p>Create closed shapes with continuous lines to represent objects and include details such as a face with eyes or other key features.</p> <p>Display a range of art from different artists, cultures &amp; times and use these to stimulate children's thinking about their own drawings/paintings.</p> <p>Talk with children about different colours and help them to explore &amp; refine their colour mixing skills in order to achieve the colours they intend/want.</p> <p>Provide music at different times of the day to reflect quietness &amp; stillness or activity &amp; business etc as appropriate.</p> <p>Play a range of listening focussed games such as 'squeak piggy squeak' &amp; other blindfold games.</p> <p>Sing songs together encouraging children, increasingly, to use their singing voice copying the melody and rhythm. Use echo back structures and songs made with</p>
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<p>Model language that promotes thinking and challenges children e.g. I can see the bees landing on the flowers. I wonder why they choose the flowers and not the leaves?</p> <p>Ask open ended questions 'I wonder what would happen if....?'</p> <p>Talk through solving problems together e.g. I wonder how we can make sure that everyone has the chance to make some bread.</p> <p><b>Speaking:</b> Strategies and interventions to promote speaking: Box clever S &amp; L visual prompts Colourful semantics 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 Are they beginning to use more complex sentences to link thoughts (e.g. using and, because)?</p>		<p>healthy by handwashing etc</p>	<p>Do they recognise high frequency words</p> <p><b>Writing:</b> 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)</p>	<p>challenge children to recall the longest sequence</p> <p><b>Number (3 weeks )</b> Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions.</p> <p><b>Shape, space &amp; measures (2 weeks)</b> Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks.</p> <p><b>Number (2 weeks)</b> Shows an interest in numerals in the environment. Shows an interest in representing numbers.</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>Role Play: Farmyard, Bat cave...</p>	<p>repeating sounds such as ba, ba, ba-ba, ba---- in order to reduce cognitive demand by recalling words.</p> <p>Sing songs with a moving melody such as up and down, down and up e.g. Twinkle, twinkle little star &amp; row, row, row your boat, see <a href="https://milnepublishing.geneseo.edu/music-and-the-child/chapter/chapter-8/">https://milnepublishing.geneseo.edu/music-and-the-child/chapter/chapter-8/</a></p> <p>Make a variety of instruments available in the setting. Experiment with different ways of playing them. Play echo/repeat type games.</p>
<p>What the provision can offer</p>						

<b>Festivals/focus days:</b>	
Cultural week End of year picnic Science Week Artist Week  Calendar events: <ul style="list-style-type: none"><li>● Father's Day 3<sup>rd</sup> Sunday in June (20<sup>th</sup> June 2021)</li><li>● National Insect Week (21<sup>st</sup> – 27<sup>th</sup> June)</li><li>● Children's Art Week (29<sup>th</sup> June – 19<sup>th</sup> July)</li><li>● Eid-UI-Adha 20<sup>th</sup> July – check date as variable</li></ul>	
<b>Critical Thinking/Creativity activities:</b>	
<b>The little Red Hen - suggested Critical Thinking Activities:</b> Confidence building exercises/working together collaborative activities e.g.  Variety of cooking activities  <b>Zoom</b> - Zoom is a classic classroom cooperative game that never seems to go out of style. Simply form students into a circle and give each a unique picture of an object, animal or whatever else suits your fancy. You begin a story that incorporates whatever happens to be on your assigned photo. The next student continues the story, incorporating their photo, and so on. <i>Skills: Communication; creative collaboration</i>  <b>Minefield</b> - A classic team-building game. Arrange some sort of obstacle course and divide students into teams. Students take turns navigating the "mine field" while blindfolded, with only their teammates to guide them. You can also require students to only use certain words or clues to make it challenging or content-area specific. <i>Skills: Communication; trust</i>  10 Ways to Play 'I Spy' - Vocabulary, listening & attention <b>In a nutshell</b> – 10 variations of the classic 'I Spy' game that require focus from the little ones and will help to strengthen their vocabulary. See: <a href="https://teachingeveryday.com/2014/03/31/10-ways-to-play-i-spy/">https://teachingeveryday.com/2014/03/31/10-ways-to-play-i-spy/</a>  <b>Parachute Game</b> – Recall and replay parachute games played throughout the year – Devise new games... <b>Washing Machine, Songs and Rhymes, Fruit Salad, Cat and Mouse and Popcorn</b>	