

Nursery Term 3:

Superheroes

Transport

Traditional Tales

Core Texts

MAIN TEXTS to choose from:
Teachers to spend 2 on a text

- The Train Ride
- Red Riding Hood/ The Three Little Pigs
- Super Ted (Multimedia)

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| <p>Language (Prime area)</p> | <p><u>Listening & Attention:</u></p> <p>Can shift to a different task if attention fully obtained – using child’s name helps focus. Do they join in with actions and respond to sign along gestures? Do they take an interest in experimenting with sounds? Do they respond to their names? Do they focus on tasks fully?</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 • 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 use physical gestures/sign along to show understanding? Can they follow two part instructions? Do they understand ‘who, what, where’ questions with the use of sign along gestures?</p> |
| <p>PSED (Prime Area)</p> | <p><u>Making Relationships/ Managing Feelings & Behaviour/Self –confidence and Self awareness</u></p> <p>Do they separate from main carer with support? Do they show an interest in any particular activities? Can they select activities and resources independently? Do they seek any adult for support or help if they have difficulty? Do they welcome praise fo what they have done?</p> <p>Teachers to see: Jigsaw – Puzzle 3 – Nursery to carry out Jigsaw - sessions during key worker times. PALS groups taken by TA</p> |

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| 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 • Provide opportunities for climbing and travelling • Games – PE <p><u>Acquiring and developing skills</u></p> <p>Evaluating and improving Are they able to use alternate feet when climbing? Can they travel in different ways? Are they able to avoid collisions with others when taking part in games? Are they able to balance? Are they interested in mark making?</p> <p>Note: large scale mark making to be a adult directed/independent task that is available daily.</p> <p><u>Health and self-care</u></p> <p>Can they recognise danger and seeks support of significant adults for help? Can they put on hat, unzip zipper on jacket, and take their jacket? Can they use the toilet independently and take care of their personal hygiene? Do they choose to eat a range of healthy snacks? Do they enjoy taking part in physical activity?</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 one 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 |
| Writing | <ul style="list-style-type: none"> • Provide mark making opportunities daily • What stage of drawing are they at? • Can they form circular marks? • 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) |
| 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>ITASS - Where is Teddy? Understanding the World Use information and communication technology to support their learning.</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 Activ Inspire</p> |

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| | <p>How to record voices in Activ Inspire</p> <p>How to create a talking book in Activ Inspire and/or Clicker5</p> |
| Understanding the World(Specific Area) | <p><u>The World</u></p> <p>Do they take an interest in different forms of transport? Do they enjoy playing with small world sets such as train sets, cars etc. Do they notice features of their environments (look at the difference between story setting and local area) and comment on this? Local area walk</p> <p>Characteristics of Effective Learning: Playing and Exploring Engagement</p> <p>Engaging in open-ended activity Making dens for the Three Pigs/ or creating 3D environments</p> |
| Understanding the World(Specific Area) | <p><u>People and Communities (RE)</u></p> <p>Buddhism – Spirited play: Gifts for the Poor / Good Samaritan</p> |
| Expressive Arts & Design(Specific Area) | <p><u>Exploring and Using Media & Materials:</u></p> <p>Do they experiment with blocks, colours and marks? (making superhero capes, dens) Provide planned opportunities to paint with a purpose in mind linking to key texts Large scale collaging using a variety of materials. Do they select tools for particular purposes?</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>Pattern (3 weeks)</p> <p>Do they notice simple shapes and patterns in pictures? Do they understand that a pattern repeats? (lots of practical opportunity using manipulatives) Plan a sequence of lessons that build upon each other.</p> <p>Number (3 weeks)</p> <p>Can they compare differences between quantities? Can they use some language of quantities, such as ‘more’ and ‘a lot’? Do they know that a group of things changes in quantity when something is added or taken away?</p> <p>Note: Nursery will also refer to Reception 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>Train station Superhero head quarters Garage</p> |
| Enrichment/other | <p>Chinese new year Local area walk Bear Hunt</p> |

