

Nursery Term 5:

Colour

Jungle

Under the Sea

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| Core Texts | <p>MAIN TEXTS to choose from: Teachers to spend 2 – 3 weeks on a topic/text</p> <ul style="list-style-type: none">• Brown Bear, Brown Bear• Walking Through The Jungle• The Monkey Puzzle• Rainbow Fish / Finding Nemo (Multimedia link) |
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| Language (Prime area) | <p><u>Listening & Attention:</u></p> <ul style="list-style-type: none">• Do they repeat and join in with repetitive refrains?• Are they able to sit still and listen while activities interest them? <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).• Are they beginning to use more complex sentences to link thoughts (e.g. using and, because). <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. |
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| | <ul style="list-style-type: none"> Do they understand 'who', 'what', 'where' in simple questions (e.g. who's that/can? What's that? Where is.?) |
| PSED (Prime Area) | <p>Making relationships - questions to support observations and assessments</p> <ul style="list-style-type: none"> Can they play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children? Do they initiate play, offering cues to peers to join them? Can they keep play going by responding to what others are saying or doing? Do they demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults? <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> <p>Can they Draw lines and circles using gross motor movements? Are they able to use one-handed tools and equipment, e.g. makes snips in paper with child scissors. Can they hold pencil between thumb and two fingers, no longer using whole-hand grasp. Can they hold a pencil near point between first two fingers and thumb and uses it with good control? Can they copy some letters, e.g. letters from their name? Can they write their names?</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>Large motor skills:</p> <ul style="list-style-type: none"> Can they move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping? Are they able to mount stairs, steps or climbing equipment using alternate feet? Can they run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can they stand momentarily on one foot when shown? <p><u>Acquiring and developing skills</u></p> <p>Evaluating and improving</p> <p>Are they able to run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Are they able to repeat a sequence of movements? Are they able to balance?</p> <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> |

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| | <p>Can tell adults when hungry or tired or when they want to rest or play? Observes the effects of activity on their bodies. Do they eat a range of healthy foods? Are they able to go to the toilet by themselves? Do they take care of their personal hygiene (washing ha</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 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) |
| 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>Programmable toys focus: beebots etc.</p> |
| Understanding the World(Specific Area) | <p><u>People & Communities:</u></p> <p>GLBT stories Stay and Play sessions welcoming parents/carers into the nursery environment</p> <p><u>The World</u></p> <ul style="list-style-type: none"> ○ 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 are we and where in the world do particular animals come from? |
| Understanding the World(Specific Area) | <p><u>People and Communities (RE)</u> 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> |

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| | <p>Role-play is a continuous strand and links to Literacy throughout the year.</p> |
| <p>Mathematics (Specific Area)</p> | <p>Number (3 weeks)</p> <ul style="list-style-type: none"> • 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>Shape, space & measures (2 weeks)</p> <ul style="list-style-type: none"> • 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>Number (2 weeks)</p> <ul style="list-style-type: none"> • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. <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> |
| <p>Suggested role-play areas</p> | <ul style="list-style-type: none"> • Jungle • Bear/Cave • Travel agents |
| <p>Enrichment/other</p> | |