

**Nursery Term 6:**

Mini-beasts

Science/furry friends

Summer

Core Texts	<p><b>MAIN TEXTS to choose from:</b> <b>Teachers to spend two weeks on a topic/text</b></p> <ul style="list-style-type: none"><li>• The Very Hungry Caterpillar</li><li>• Handas Surprise</li><li>• Little Lions Race (PSED/P4C text)</li></ul>

<p>Language (Prime area)</p>	<p><b><u>Listening &amp; Attention:</u></b></p> <ul style="list-style-type: none"> <li>• Can listen with interest to the noises adults make when they read stories (for younger pupils)</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. (for younger pupils)</li> <li>• Focusing attention – still listen or do, but can shift own attention</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p><b><u>Speaking:</u></b></p> <p>Strategies and interventions to promote speaking:</p> <ul style="list-style-type: none"> <li>• Box clever</li> <li>• Commenting on play</li> <li>• Modelling, expanding and expanding sentences</li> <li>• S &amp; L visual prompts</li> <li>• Colourful semantics</li> <li>• Repetitive stories</li> <li>• Stay and play sessions with significant carers</li> <li>• Staff to implement sign along to develop communication</li> <li>• All adults to model good grammar</li> <li>• Mr. Nunn – music sessions</li> <li>• Puppets and small world play provided as continuous provision</li> </ul> <ul style="list-style-type: none"> <li>• Are they beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Is able to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• So they understand use of objects (e.g. “what do we use to cut things?”)</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand ‘why’ and ‘how’ questions.</li> <li>• Do they understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. who’s that/can? What’s that? Where is.?)</li> </ul>
<p>PSED (Prime Area)</p>	<p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <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><b><u>Moving &amp; Handling</u></b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> </ul> <p><b><u>Fine motor</u></b></p> <ul style="list-style-type: none"> <li>• Play-dough disco</li> <li>• Using one handed tools with increasing accuracy</li> <li>• Continuous provision – hammers, water play investigation pouring and filling</li> <li>• Mark making opportunities outside and inside</li> <li>• Threading</li> <li>• Pre-writing patterns/pencil control sheets available</li> <li>• Name writing opportunities</li> </ul> <p>Note: large scale mark making to be an adult directed/independent task that is available daily.</p> <p><b><u>Health and self-care</u></b></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> </ul>
Reading	<p><b>RWI – Short sessions to take place –</b></p> <ul style="list-style-type: none"> <li>• <b>Teach/recap on set 1 sounds – one sound a day and review previous sounds.</b></li> <li>• <b>Assisted blending with children who are ready using magnetic boards.</b></li> <li>• <b>All adults to optimise piny time when floating/facilitating</b></li> <li>• <b>Fred talk to be modelled throughout session to encourage blending skills</b></li> <li>• <b>At the end of term carry out RWI assessments for nursery (See Ivie for assessment sheets)</b></li> <li>• <b>Pie Corbett to be implemented</b></li> <li>• <b>Adults to read at least two stories per session</b></li> <li>• <b>Do they recognise their own name</b></li> <li>• <b>Do they recognise high frequency words</b></li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Provide mark making opportunities daily</li> <li>• What stage of drawing are they at?</li> <li>• Can they form circular marks?</li> <li>• Are they giving meaning to the marks they make?</li> <li>• Can they distinguish between the marks they make?</li> <li>• Purposeful drawing opportunities to be planned for</li> <li>• Name writing to be a daily task (during self-registration)</li> <li>• Are they able to write sounds as they say them (simple CVC / RWI 1.1 words)</li> <li>• Labelling/Hold a Sentence</li> <li>• Writing for different purposes: lists, speech bubbles etc.</li> </ul>
ICT (UW) (Specific Area)	<p><b>Technology:</b></p> <p>Progress Matters:</p> <p>Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc.</p> <ul style="list-style-type: none"> <li>○ Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>○ Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Knows that information can be retrieved from computers</li> </ul> <p>Programmable toys focus: beebots etc.</p>
Understanding the World(Specific Area)	<p><b><u>People &amp; Communities:</u></b></p> <ul style="list-style-type: none"> <li>○ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (cultural week)</li> </ul> <p>Stay and Play sessions welcoming parents/carers into the nursery environment</p> <p><b><u>The World</u></b></p> <ul style="list-style-type: none"> <li>○ Can talk about some of the things they have observed such as plants, animals, natural and found objects. (mini-beasts/furry friends)</li> <li>○ Developing an understanding of growth, decay and changes over time.</li> <li>○ Shows care and concern for living things and the environment.</li> </ul>
Understanding the World(Specific Area)	<p><b><u>People and Communities</u></b></p> <p>Eid-ul-Fitr My Muslim Faith The Gift of Friendship</p>
Expressive Arts & Design(Specific Area)	<p><b><u>Exploring and Using Media &amp; Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Realises tools can be used for a purpose.</li> </ul> <p><b><u>Being Imaginative:</u></b></p> <p>Role-play is a continuous strand and links to Literacy throughout the year.</p>
Mathematics (Specific Area)	<p><b>Number (2 weeks ) – objectives taken from 40 – 60 months; teachers to adapt LOs for younger pupils</b></p> <ul style="list-style-type: none"> <li>• Compares two groups of objects, saying when they have the same number. . (40 – 60)</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. . (40 – 60)</li> <li>• Shows an interest in representing numbers. (40 – 60)</li> </ul> <p><b>Shape, space &amp; measures (2 weeks)</b></p> <ul style="list-style-type: none"> <li>○ Orders two or three items by length or height. . (40 – 60)</li> </ul> <p><b>Number (2 weeks)</b></p> <ul style="list-style-type: none"> <li>○ Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. . (40 – 60)</li> </ul> <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>
Suggested role-play areas	<ul style="list-style-type: none"> <li>• <b>Cafe</b></li> <li>• <b>Beach</b></li> <li>• <b>Travel agents</b></li> </ul>
Enrichment/other	<p>Cultural week End of year picnic Science Week Artist Week</p>



