

Nursery Term 2:

Fireworks/light & dark

Fantasy

My Family

Winter Wonderland - Penguins

Cultural Celebrations/Festivals (Diwali/Christmas)

<p>Core Texts</p>	<p>MAIN TEXTS to choose from:</p> <ul style="list-style-type: none">• What Ever Next (fantasy)• Fireworks (audio/visual media and Light and dark exploration)• Diwali (light and dark)• Lost and Found (Penguin study/Winter Wonderland)• The Christmas Story (RE) <p>Note: Core texts to be taught over two weeks</p>
<p>Language (Prime area)</p>	<p><u>Listening & Attention:</u></p> <p>PALS – How to meet and greet (on-going) Do they say hello to others? Do they introduce themselves? Do they know their friends and teachers names? Do they smile when meeting others?</p> <p><u>Attention/listening</u></p> <p>Can they follow instructions with non-verbal gestures? Can they follow verbal instructions? Can they sit still and maintain attention for short periods of time? Can they focus for a sustained period of time? Can they listen to each other in small groups?</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

	<ul style="list-style-type: none"> • All adults to model good grammar • Mr. Nunn – music sessions • Puppets and small world play provided as continuous provision
PSED (Prime Area)	<p><u>Making Relationships/ Managing Feelings & Behaviour/Self –confidence and Self awareness</u></p> <ul style="list-style-type: none"> • Are they able to working in small and large groups? • Are they able to share and take turns? • Do they know where resources belong? • Do they have the confidence to self-select? • P4C - What would take to the moon? • Are they able to say what they are good at? • Do they ask for help if needed? <p>Teachers to see: Jigsaw – Puzzle 2 celebrating difference – Nursery to carry out Jigsaw - sessions during key worker times.</p>
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 • Tennis • Continuous provision – hammers, water play investigation pouring and filling • Mark making opportunities outside and inside • Threading • Obstacle courses • Balancing • Moving in a range of ways <p><u>Acquiring and developing skills</u></p> <p>Evaluating and improving Do they use a tripod grip (three fingers)? Can they use a range of one handed tools? (Paint brushes, glue sticks, hammers etc?) Can they jump, crawl, roll, slither?</p> <p>Can they talk about what they have done?</p> <p>Health and self-care (continued) 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? Firework safety</p>
Reading	<ul style="list-style-type: none"> • Do they recognise their own name? • Do they join in with stories? • Are they able to sit still and listen to short stories? • Do they join in with repeated refrains? • Do they anticipate what might happen next? • Do they repeat words/phrases from stories? <p>RWI – Short sessions should be taking place – connecting sounds to letters of the alphabet and Fred talk</p>

	to be modelled throughout session to encourage blending skills
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>Plan for Beebots, remote control cars, using metal detectors and cameras</p> <ul style="list-style-type: none"> • Are they able to operate simple equipment? • Are they curious in ICT? • Do they impudently explore the functions of different buttons?
Understanding the World(Specific Area)	<p><u>People & Communities:</u></p> <p>Develop their awareness of different types of families (GLBT stories/ What Ever Next)</p> <p><u>The World</u></p> <p>Do they take an interest in the world around them? Do they ask questions about how things work?</p> <p>Observing Closely</p> <p>Can they make observations based on animals and their habitats (penguins) Do they understand changes in seasons and how to keep warm?</p> <p>Activities: Exploring light and dark – soft play room</p> <p>Characteristics of Effective Learning: Playing and Exploring</p> <p>Engagement Engaging in open-ended activity UW day – making rockets to go to the moon (cardboard boxes)</p> <p>Observing Closely</p> <p>Can they make observations based on animals and their habitats (penguins) Do they understand changes in seasons and how to keep warm?</p>
Understanding of the World	<p><u>People and Communities</u></p> <p>Guru Nanak's Birthday Christmas</p>
Expressive Arts & Design(Specific Area)	<p><u>Exploring and Using Media & Materials:</u></p> <ul style="list-style-type: none"> • Combining materials • Making models – rockets • Using one handed tools • Painting techniques – splash painting (fireworks) • Exploring how colours can be changed – light and dark

	<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><u>Number:</u></p> <ul style="list-style-type: none"> • Counting to find out totals (up to 3) • Representing number through marks and gathering objects • Understanding the cardinal aspect of counting • Recognising numbers of personal significance (ages) • Is able to give a specific number of objects when asked e.g. 'give me one _____?' <p>Shape, Space & Measures Making arrangements with shapes – 3D models/2D shape pictures</p> <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 correct level.</p>
Role-play areas	<ul style="list-style-type: none"> • Fantasy: space • Santa's workshop • Dens – community friendly spaces (outside)
Enrichment	<p>Local area visit (park – lost and found theme) LGBT</p>