

## Nursery Term 4

Topic - 6 week theme: All creatures great and small						
Core books - 2 week focus:						
<b>storytime:</b> Farmer Duck <i>Martin Waddell</i> , Click Clack Moo <i>Doreen Cronin and Betsy Lewin</i> , Rainbow fish <i>Marcus Pfister</i> , Bug Bear <i>Patricia Hegarty</i> , A busy day for birds <i>Lucy Cousins</i>						
<b>Nursery rhymes:</b> The animals went in two by two, There was an old lady who swallowed a fly, Five little speckled frogs, Old McDonald had a farm, The bear went over the mountain						
Talk for writing – 6 week focus:						
Little Red Hen - recount + stories related to this term's calendar events ( + <i>The Train Ride by June Crebbin - 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><b>Enjoy listening to longer stories and can remember much of what happens.</b> Daily story time &amp; plentiful opportunities to share stories</p> <p><b>Pay attention to more than one thing at a time, which can be difficult.</b> Give clear prompts – use names</p> <p><b>Use a wider range of vocabulary.</b> Regularly check understanding of vocabulary in stories and through exchanges – squawk, sweep etc</p> <p><b>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</b> Model more complex forms of language e.g. in the home corner “excuse me, I’m very hungry. Do you have something I</p>	<p><b>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</b> Build upon and extend the range of activities throughout the provision that were on offer in terms 1 &amp; 2. Engage in and model new activities so that children feel enticed to engage as well.</p> <p><b>Develop their sense of responsibility and membership of a community.</b> Continue to invite &amp; engage children in tasks which involve ‘jobs’ in the Nursery e.g. sharing out snacks, cleaning down the table after cooking, tidying up the home corner etc</p> <p><b>Become more outgoing with unfamiliar people, in</b></p>	<p><b>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</b> use them on different surfaces if appropriate Develop physical skills in the context of ‘building’ e.g. building dens – hammering, fixing things together.</p> <p><b>Go up steps and stairs, or climb up apparatus, using alternate feet.</b> Provide opportunities for climbing and travelling - climbing frames, blocks and planks, tyres and crates.</p> <p><b>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</b></p> <p><b>Use large-muscle movements to wave flags</b></p>	<p><b>Understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing</b> With each reading of a class book or sharing a book with a group draw children’s attention to common features: cover, author, where the text is, how it scans, identifying sentences, capital letters and full stops. Look at/point out key words.</p> <p><b>Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word</b></p>	<p><b>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</b> Counting songs - forwards and backwards</p> <p>The Number 3 - composition - part/part/whole Read other stories with the number three Subitising - dice games</p> <p>Count items in pictures in books e.g. number of houses, pigs etc</p> <p>Include numbers in labels for the learning environment e.g. 5 pencils... Count objects and reinforce the last number e.g. 1, 2 3 – 3 cars</p> <p><b>Recite numbers past 5.</b></p>	<p><b>Use all their senses in hands-on exploration of natural materials.</b></p> <p><b>Explore collections of materials with similar and/or different properties.</b></p> <p><b>Talk about what they see, using a wide vocabulary.</b></p> <p>Make collections of natural materials. Observe closely using magnifying glasses. Sort and group them in different ways. Talk about why an object belongs in a set. Model observational and investigational skills e.g. I wonder who can find something else that will fit into my group? What’s the rule for my group? /I wonder..... What if....? Introduce &amp; reinforce new vocabulary, especially that</p>	<p><b>Take part in simple pretend play, using an object to represent something else even though they are not similar.</b></p> <p><b>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</b></p> <p><b>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</b> Do they experiment with blocks, colours and marks? e.g. making dens, drawing plans, free access to paint and mark making materials</p> <p>Provide a range of fabric &amp; materials to support pretend play. Model</p>

<p>could eat?" or "I love your house, it's beautiful. What is it made from?"</p> <p><b>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" or "Why did the duck want some help?"</b></p> <p><b>Sing a large repertoire of songs.</b></p> <p><b>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</b></p> <p>Stimulus: Home corner – homes made from different materials / small world &amp; construction/forest area – build model homes &amp; build dens. Consider how well they stand up implement 'drawing club' post training.</p> <p>Introduce helicopter stories.</p> <p><b>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</b></p> <p><b>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh</b></p> <p><b>multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</b></p> <p>Listen out carefully for inaccuracies in children's language and model</p>	<p><b>the safe context of their setting.</b></p> <p>Invite trusted adults from the construction &amp;/or home caring or service industry into the setting to show the work that they do</p> <p><b>Show more confidence in new social situations.</b></p> <p>Take children for short walks around the locality looking at the different places where people live.</p> <p><b>Play with one or more other children, extending and elaborating play ideas.</b></p> <p><b>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</b></p> <p>Engage in children's play scenarios and develop themes in their play, through open/inviting questions encouraging consideration and development of everyone's ideas.</p> <p>Challenge exclusion of ideas and over focussing upon the 'ideas of the few' by asking questions like "remind me, what was Leah's idea again?"</p> <p>Mmmmm how could we use that?". Support children in reaching a compromise. Note children's interests and develop the environment</p>	<p><b>and streamers, paint and make marks.</b></p> <p>Practice painting on a large scale – vertical surfaces. Wave flags to indicate where you are/that you've reached a destination</p> <p><b>Start taking part in some group activities which they make up for themselves, or in teams.</b></p> <p><b>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</b></p> <p>Play follow-the-leader type games modelling the language of follow, lead &amp; copy. Extend vocabulary using movement words e.g. crawl, gallop, slip, slither, march, bound, leap</p> <p><b>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</b></p> <p>Play movement games and develop movement sequences both indoors &amp; outside – in the school environment and beyond e.g. in the park</p> <p><b>Choose the right resources to carry out</b></p>	<p>recite rhymes chorally, miss out rhyming words and get children to predict the rhyme. Spell simple CVC words together using magnetic letters/letter tiles</p> <p><b>recognise words with the same initial sound, such as money and mother</b></p> <p>RWI – Short sessions to take place – Teach/recap on set 1 sounds – one sound a day and review previous sounds.</p> <p>Assisted blending with children who are ready using magnetic boards.</p> <p>All adults to optimise piny time when floating/facilitating</p> <p>Fred talk to be modelled throughout session to encourage blending skills</p> <p>At the end of term one carry out RWI assessments for nursery</p> <p><b>Engage in extended conversations about stories, learning new vocabulary.</b></p> <p>Pie Corbett to be implemented</p> <p>Adults to read at least two stories per session</p> <p>Use big books for shared reading - adults to model reading process - TOL - title, author, contents.</p> <p>Draw children's attention to and share the meaning of vocabulary in stories</p>	<p><b>Say one number for each item in order: 1,2,3,4,5.</b></p> <p><b>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</b></p> <p><b>Number (2 weeks)</b></p> <p>Counting objects with 1:1 correspondence and to know the cardinal aspect of counting.</p> <p><b>Show 'finger numbers' up to 5.</b></p> <p><b>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</b></p> <p><b>Experiment with their own symbols and marks as well as numerals.</b></p> <p><b>Solve real world mathematical problems with numbers up to 5.</b></p> <p><b>Compare quantities using language: 'more than', 'fewer than'.</b></p> <p>Embed counting throughout the provision - model with concrete resources and in provision with the small world, home corner, sand, water.</p> <p>There should be three pencils in this pot-numbers on pots.</p>	<p>from storybooks in describing objects.</p> <p><b>Begin to make sense of their own life-story and family's history.</b></p> <p>Share and talk about pictures of families, including children's own families. Share memories and stories about families. Ask children about their families</p> <p><b>Show interest in different occupations.</b></p> <p>Do they enjoy playing with small world sets such as train sets, cars etc.? Non fiction books with small world, role play bus driver, use real tickets/oyster cards</p> <p>Invite different people from different occupations to visit including those involved in farming/working with animals. Introduce vocabulary related to these occupations and capitalise upon opportunities to challenge stereotypes.</p> <p><b>Explore how things work.</b></p> <p>Provide a variety of mechanical toys for children to play with inc toys with cogs, gears, pegs etc e.g. lego and build working models</p> <p><b>Plant seeds and care for growing plants.</b></p>	<p>pretend play e.g. combing hair with a pine cone, pretending that a stick is a magic wand, that the carpet is an alligator filled swamp...</p> <p><b>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</b></p> <p><b>Develop their own ideas and then decide which materials to use to express them.</b></p> <p>Large scale collaging - using a variety of materials - The farmers house, the farmyard Junk modelling houses</p> <p>Do they select tools for particular purposes?</p> <p>Range of tools in provision - woodworking, scissors, hole punches, staplers</p> <p><b>Join different materials and explore different textures.</b> Plentiful opportunities for junk modelling. Invite musicians, artists &amp; craftspeople into the setting</p> <p><b>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</b></p>
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<p>correct language back in responses</p> <p><b>Use longer sentences of four to six words.</b></p> <p><b>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</b></p> <p>In responding to children 'wonder out loud' and expand on ideas.</p> <p><b>Start a conversation with an adult or a friend and continue it for many turns.</b></p> <p>Converse with children collaboratively to share ideas and to 'work together' to solve a problem/address an issue</p> <p><b>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</b></p> <p>Ask children questions and seek clarification/elaboration re: their experiences</p> <p><b>Speaking:</b></p> <p>Strategies and interventions to promote speaking:</p> <p>Box clever</p> <p>Commenting on play</p> <p>S &amp; L visual prompts</p> <p>Repetitive stories</p> <p>Staff to implement simple physical signing to support regular routines e.g. signs for stop, listen, transition times to develop communication</p>	<p>so that these are reflected.</p> <p><b>Increasingly follow rules, understanding why they are important.</b></p> <p><b>Remember rules without needing an adult to remind them.</b></p> <p>Talk about rules &amp; why we need them – use stories which address issues of fairness/equality to support this. Support common rules/expectations in the provision with visual prompts on display.</p> <p><b>Develop appropriate ways of being assertive.</b></p> <p><b>Talk with others to solve conflicts.</b></p> <p><b>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</b></p> <p>Ensure that adults throughout the setting are consistent in modelling behavioural expectations and supporting children in a consistent and calm manner where difficulties arise.</p> <p><b>Understand gradually how others might be feeling.</b></p> <p>Consider the story of THE Little RED Hen from the perspectives of the different characters. In what ways might the feelings be the same/different?</p>	<p><b>their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</b></p> <p>Mark making opportunities outside and inside</p> <p>Note: large scale mark making to be adult directed/independent task that is available daily.</p> <p><b>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</b></p> <p>Children develop awareness of their space, think about and articulate how to use tools safely within that space and around others. Children follow classroom rules re: using tools and equipment</p> <p><b>Use one-handed tools and equipment, for example, making snips in paper with scissors.</b></p> <p>hammers, water play investigation pouring and filling, threading. Follow</p> <p><b>Use a comfortable grip with good control when holding pens and pencils.</b></p> <p>Play-dough disco</p> <p>Develop tripod grip through using activities where children pick up and use small objects like chalk/gravel</p>	<p>which is not in everyday use.</p> <p>Make class books of the children's drawings linked to a theme such as TfW text or 'My House/family' etc.</p> <p><b>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</b></p> <p>Provide mark making opportunities daily - can be with a range of media and materials - paint, sand, water, pencils, crayons etc.</p> <p>What stage of drawing are they at?</p> <p>Can they form circular marks?</p> <p>Can they distinguish between the marks they make?</p> <p>Purposeful drawing opportunities to be planned for. Ask children to talk about their drawings. Share and celebrate them with the class.</p> <p><b>Write some or all of their name.</b></p> <p>Name writing to be a daily task (during self-registration)</p>	<p>Use opportunities to compare number of objects throughout the day e.g. 1, 2, 3 – 3 cows, 1, 2, 3 – 3 horses. There are the same number of cows as horses.</p> <p>There are 4 of us, but only 3 chairs. There aren't enough chairs for us all to sit down.</p> <p><b>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal language: 'sides', 'corners'; 'straight', 'flat', 'round'.</b></p> <p><b>Shape, space &amp; measures (2 weeks)</b></p> <p>To Begin to categorise objects according to properties such as shape or size.</p> <p>Is able to use the language of size.</p> <p>Make pictures with blocks and sort shapes. Talk about/identify shapes – play matching games – we need a piece with a curved edge to fit here...</p> <p><b>Understand position through words alone – for example, "The bag is under the table," –with no pointing.</b></p> <p><b>Describe a familiar route.</b></p>	<p>Continue to care for seeds/bulbs/plants grown earlier in the year &amp; observe/notice how they change. Notice decay e.g. by noticing change in a compost heap over time.</p> <p><b>Understand the key features of the life cycle of a plant and an animal.</b></p> <p>Consider ducks and other kinds of farm animals – what kind of home do they need?</p> <p><b>Begin to understand the need to respect and care for the natural environment and all living things.</b></p> <p>incubating chick eggs and looking after chicks</p> <p>Farm visit</p> <p><b>Explore and talk about different forces they can feel.</b></p> <p>Notice what's needed to make a mechanical toy/model work i.e. a force – push, pull, twist, wind-up. Consider what things are/are not easy to blow down and why.</p> <p><b>Talk about the differences between materials and changes they notice.</b></p> <p>Do they notice features of their environments (look at the difference between story setting and local area) and comment on this?</p>	<p><b>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</b></p> <p><b>Use drawing to represent ideas like movement or loud noises.</b></p> <p><b>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</b></p> <p><b>Explore colour and colour-mixing.</b></p> <p>Provide planned opportunities to paint with a purpose in mind linking to key texts</p> <p>Explore scale - long strip of lining paper, large boxes, paving, floor, table top, easel.</p> <p><b>Show different emotions in their drawings – happiness, sadness, fear etc.</b></p> <p>Paint portraits of families, friends to adorn the walls of role play areas. Find objects for children to paint/draw talking about details and how colours might be matched. Model drawing/painting. Find examples of artists work across times/cultures to add to children's and notice similarities &amp; differences</p> <p><b>Listen with increased attention to sounds.</b></p>
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<p>All adults to model good grammar</p> <p>Stay and play sessions with significant carers - talk to carers about children's interests at home</p> <p>Puppets and small world play provided as continuous provision - introduce different themes to meet children's interests or link to core texts</p> <p>Do they understand 'who, what, where' questions with the use of sign along gestures?</p> <p>All adults to be consistent in the signs they use.</p>	<p>All adults to use core board, and visuals for self regulation.</p> <p>Planning support in Jigsaw &amp; undertake jigsaw sessions during key worker times</p> <p>PALS groups taken by TA</p>	<p><b>Start eating independently and learning how to use a knife and fork.</b></p> <p><b>Show a preference for a dominant hand.</b></p> <p><b>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</b> Can they put on a hat or unzip zipper on their jacket, and take their jacket?</p> <p><b>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</b></p> <p><b>Make healthy choices about food, drink, activity and tooth brushing.</b> Can they recognise danger and seek support from significant adults for help? Adults encourage independence, build time for this into daily routines. Talk to carers when appropriate</p> <p>Do they choose to eat a range of healthy snacks? Offer a variety of foods, talk about their choices, plan food tasting activities.</p>	<p><b>Write some letters accurately.</b></p> <p>Practice tripod grip with pencils &amp; fine motor grip through using scissors/holding cutlery.</p> <p>Practice letter formation, large and small motor skills inc the common patterns/letters – around (&amp; back), up &amp; down</p>	<p><b>Discuss routes and locations, using words like 'in front of' and 'behind'.</b></p> <p><b>Prepositions (2 weeks )</b> To be able to understand and use positional language: under, on top, next to, in front, back. Take photographs of soft toy (Farmer Duck) in different positions encouraging children to use and understand prepositional vocabulary.</p> <p>Set up obstacle courses (collaboratively) – ask children to describe their route or to instruct their friend through a course.</p> <p>Provide a range of contexts for play &amp; challenges such as train tracks, water play &amp; and play.</p> <p><b>Make comparisons between objects relating to size, length, weight and capacity.</b></p> <p>Provide experiences of size changes e.g. rolling out dough, playing with springs/play dough</p> <p><b>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</b></p> <p><b>Combine shapes to make new ones - an arch, a bigger triangle etc.</b></p>	<p>Local area walk - take photos and use voice recorders - different types of homes and buildings</p> <p>Notice changes of state in the environment e.g. puddles changing in size, ice (frost/snow/hail), mist, breath in the cold air as well as what happens to things inside esp near radiators e.g. drying coats/hats/gloves, melting chocolate</p> <p>Try different types of bread from around the world. Make sandwiches and wraps</p> <p><b>Continue developing positive attitudes about the differences between people.</b> Easter</p> <p><b>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</b></p> <p>Engaging in open-ended activity Making dens or creating 3D environments</p> <p><b>Role Play:</b> Home corner Story mountain</p>	<p><b>Respond to what they have heard, expressing their thoughts and feelings.</b> Play listening games games e.g. standing up/sitting down whenever they hear a word that rhymes with cow/begins with the same sound etc.</p> <p>Listen to songs from different cultures and periods. Play sound lotto focussed on animal sounds</p> <p><b>Remember and sing entire songs.</b></p> <p><b>Sing the pitch of a tone sung by another person ('pitch match').</b></p> <p><b>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</b></p> <p><b>Create their own songs, or improvise a song around one they know.</b> Sing a variety of songs, focussed upon 'singing' rather than shouting and matching pitch e.g. in a game context. Clap/move to the beat of songs. Sing songs with sounds as opposed to words</p> <p><b>Play instruments with increasing control to express their feelings and ideas.</b></p>
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		<p>Information for carers Do they enjoy taking part in physical activity?</p>		<p>Provide opportunities for children to use a range of construction materials including Den building. Include challenges re: building more complex structures and include children in putting equipment away.</p> <p><b>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</b> Plan a sequence of lessons that build upon each other. Play games - If you are wearing spots run to..."</p> <p><b>Extend and create ABAB patterns – stick, leaf, stick, leaf - inc with Easter eggs</b></p> <p><b>Notice and correct an error in a repeating pattern.</b> Using construction resources to make a pattern with shapes or colours Line up children 'boy, girl, boy, girl...' Sing 'Clap your hand, wiggle your fingers...' Body percussion patterns</p> <p><b>Begin to describe a sequence of events, real</b></p>		<p>Explore playing a range of instruments and keeping time with songs as well as devising own pieces</p> <p>Role play builders - sand and foam bricks, replica tools, large blocks, boxes.</p>
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				or fictional, using words such as 'first', 'then...'		
What the provision can offer						
Festivals/focus days:						
<p>Mother's day – plan Mother's Monday</p> <p>Calendar events:</p> <ul style="list-style-type: none"> <li>● Chinese New Year (The first day of Chinese New Year begins on the new moon that appears between 21 January and 20 February)</li> <li>● International mother tongue day (21<sup>st</sup> February 2021)</li> <li>● Fairtrade fortnight (22<sup>nd</sup> February – 7<sup>th</sup> March 2021)</li> <li>● March Women's History Month</li> <li>● St David's Day, Patron Saint of Wales 1<sup>st</sup> March</li> <li>● World Book Day (4<sup>th</sup> March 2021)</li> <li>● International Women's Day 8<sup>th</sup> March</li> <li>● International Day of Mathematics 14<sup>th</sup> March</li> <li>● Mother's Day, 4<sup>th</sup> Sunday in Lent (14<sup>th</sup> March 2021)</li> <li>● St Patrick's Day, Patron Saint of Ireland 17<sup>th</sup> March</li> <li>● World oral health day (20<sup>th</sup> March 2021)</li> <li>● World Poetry Day 21<sup>st</sup> March</li> <li>● Easter Falls between March 22<sup>nd</sup> &amp; April 25</li> </ul>						
Critical Thinking/Creativity activities:						
<p><b>Little Red Hen - suggested Critical Thinking Activities:</b></p> <p>Confidence building exercises/working together collaborative activities e.g.</p> <p>Sorting out equipment and putting it away in the right place as a matching activity</p> <p>Build mapping skills &amp; language by creating large scale 'maps' of the Nursery outdoor environment depicting different places including places that it's safe to hide in. Key questions: How could we draw this? What comes first/next/last etc, what is next to? Are there any clues? How could we find out...? Take photographs of different places for children to match up on the 'map'</p> <p><b>Parachute Game - Cat and Mouse</b> – Children all sit on the floor holding a handle of the parachute. One child is then picked to be the cat and one is picked to be the mouse. The Cat must sit on top of the parachute and close his eyes while everybody counts to 10. While everyone is counting the mouse must hide under the parachute and crawl around</p>						

underneath. After ten all the children need to shake the parachute to hide where the mouse is. The cat then opens his eyes and has to crawl around and feel on top to find the mouse underneath

Story Stones - The activity – [Homemade Story Stones by Happy Hooligans](#)

Communication and language area(s) of development: Expressive language, vocabulary, turn-taking, attention and listening

In a nutshell – Story stones are essentially very simple prompts for narrative play. All you need to do is get some flat and smooth stones from a craft shop or a beach and decorate them with pictures of objects or animals. Choose one of the stones and start a tale based on the picture on it, then encourage your children to draw more stones and continue the story.

What you need –

Small Stones

Stickers or Magazine Pictures Cut-Outs