

## Nursery Term 1

Topic - 6 week theme: Nursery - Magical me, myself and my family, settling in						
Core books - 2 week focus:						
Storytime: Owl Babies <i>Martin Waddell</i> , Walking through the Jungle <i>Julie Lacome</i> , The Star of the Zoo <i>Virginie Zurcher</i> , Brown Bear Brown Bear <i>Bill Martin Jr/Eric Carle</i> , Five in the Bed - Ladybird						
<b>Nursery rhymes:</b> Twinkle twinkle little star, One little finger, Two Little Dickie Birds, Heads, shoulders, knees and toes, Five little monkeys, Five little speckled frogs, Peter Hammer						
Talk for writing – 6 week focus:						
Dear Zoo and Where's Spot? (H) finding tale						
Key activities:						
Communication & Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<b>Ways the adult can facilitate</b>						
<p>Singing nursery rhymes Listening to favourite stories repeating stories. Practice regularly</p> <p>Give directions and focus chns attention by using their name – support with gestures and facial expressions</p> <p>Now and Next board</p> <p>Extend instructions/questions from one part to two part e.g. get you book bag and sit on the carpet</p> <p>Describe and acknowledge children's feelings using words like happy, sad, frightened, angry, upset - refer to the zones of regulation</p>	<p>Ring games Number games, circle time, parachute games Separate from main carer Following simple instructions Cooperating with some rules and boundaries</p> <p>Support children in managing resources - turn taking, sharing</p> <p><b>Settling in</b> Find out from parents/family what they do to soothe their child – familiar routines etc</p> <p>Give children options so that they can express preference but limit to an appropriate range to avoid being overwhelmed</p> <p>Provide children with consistent routines and people</p>	<p>Naming body parts, noticing difference - using Nursery rhymes &amp; action rhymes, jumping beans games</p> <p>Develop/guide use of one handed tools e.g. scissors, hammers</p> <p>Check correct grip of cutlery and develop 'tripod grip' of pencils</p> <p><b>Fine motor skills</b> Children must be provided with resources that develop their control e.g. different types of paper to tear &amp; make marks on, holding and using jugs to pour e.g. pouring drinks for snack time Hammering pegs into the ground and pegs into a pegboard, spray bottles, syringes</p>	<p>Mark making pictures of themselves Drawing and making pictures of their family Listening to stories with increasing recall Identifying their favourite part of a story</p> <p><b>Reading</b> Explore books through linked activities e.g. mimicking the movement of the different animals in 'Dear Zoo'</p> <p>Encourage children to join in with repeated refrains - actions which link to text Story walks &amp; maps - go on a walk in the forest area (pictures of animals hidden behind trees, shrubs etc) - use of binoculars, magnifying glasses etc</p>	<p>Ourselves puzzles Counting candles on cakes Nursery rhymes Counting up to their age</p> <p><b>Number:</b> Counting rhymes Counting objects – 1:1 correspondence Talk to young children about the maths in everyday situations, e.g. doing up a coat, one hole for each button. Talk to Children about 'lots' and 'few' as they play.</p> <p>Compare quantities/amounts e.g. how many animals have we seen now? Is it bigger/smaller?</p> <p>Could explore heavy and light 'generally' especially in the context of see-saws - this would require see-saw equipment or planks</p>	<p>Comment on their baby picture</p> <p>Thinking about themselves, their families and where they live, favourite toys and pets Gotcha Smile (How do we make friends?)</p> <p>Display baby photographs and family photographs and pictures/paintings. Notice differences and similarities including what people are wearing. Talk about clothing and its significance related to the weather</p> <p>Share family stories</p> <p>Display photographs of people performing familiar roles which represent the breadth of children's families.</p>	<p>Explore different tools 3D models of different houses/structures, possibly related to stories, using blocks, junk modelling Exploring musical instruments</p> <p>Explore a variety of textures creating collages e.g. of different animals, animal footprints, animal patterns. Create animal stamps and exploring colour mixing.</p> <p>Finger painting to create animals. Create hand print/thumb print animals, plants etc</p> <p>Listen with children to a variety of sounds, talking about favourite sounds, songs and music. Introduce children to language to describe</p>

<p>Develop back &amp; forth conversations with children and talk about their lives</p> <p>Comment on children's play - especially where children are reticent communicators.</p> <p>Repeat what children say back to them, taking care to pronounce any mispronunciations correctly or to recast sentences with grammatical errors.</p> <p>Expand on children's phrases by adding languages and/or new ideas</p> <p>Encourage deeper thinking using phrases such as 'I wonder what/why....' 'What might happen if....'</p> <p>Share picture books daily &amp; have a daily story time – focus on vocabulary which doesn't occur commonly in everyday speech – extend dialogue on from stories/books relating to everyday experiences/real life</p> <p>Small world play based on 'Dear Zoo' and/or other familiar stories</p> <p>Outdoor 'Dear Zoo' themed area</p> <p><b><u>Speech and language strategies</u></b></p>	<p>Organise resources indoors and outdoors so that children can access independently</p> <p>Recognise children's efforts to manage their behaviour such as 'I can see that it's hard to wait....'</p> <p>Support children in noticing difference and encourage positive attitudes to diversity and inclusion</p> <p>Explore emotions using story props such as the characters(how would children feel themselves) feelings in 'Dear Zoo'</p> <p>Allocate children with jobs/tasks re: taking care of their environment e.g. handing out fruit, washing up plates</p> <p>Go on short walks around the school grounds</p> <p>Set up a role play area focussed upon personal care e.g. hairdressers, barbers, dentists, doctors life</p> <p>Display simple pictures exemplifying simple rules/expectations</p> <p><b><u>Jigsaw</u></b> Being Me in my World Planning support in Jigsaw &amp; undertake jigsaw</p>	<p>Play-dough disco</p> <p>Cooking activities</p> <p>Water and sand play</p> <p>Large scale mark marking for example large rollers outside with water, lining paper and paint, chalk inc vertical surfaces inside and outdoors</p> <p>Talk about and set expectations for safe use of tools</p> <p>Opportunities to eat using cutlery – checking children's grip</p> <p><b><u>Large motor</u></b> Develop control and coordination including balance on logs/planks etc</p> <p>Plan chasing games and ring games</p> <p>Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake and other animal movements related to Dear Zoo, and moving quickly, slowly or on tiptoe</p> <p>Encourage body tension activities such as stretching, reaching, curling, twisting and turning - Cosmic Yoga – encourage children to lead, follow and/or copy movements, waving flags</p>	<p>When sharing books, draw children's attention to different parts and the print &amp; its features.</p> <p>Develop play around favourite books with props, story spoons, small world</p> <p>key vocabulary explored and taught</p> <p>Kim's game - identifying things that are missing or have changed</p> <p><b><u>Writing</u></b> Listen and support what children tell you about the marks they make</p> <p>Enjoy drawing freely</p> <p>Children should be given a variety of mark making materials – paint, oil pastels, chalk and sensory opportunities to make marks e.g. in wet sand, flour, slime</p> <p>Large scale mark making, painting with water on a wall, chalk, large whiteboard, paint rollers, finger painting, drawing on the IWB</p> <p><b><u>Phonic awareness:</u></b> Help children to tune into different sounds by identifying sounds around</p>	<p>balanced which children could sit on. This could be extended into tall/short e.g. giraffe &amp; mouse...</p> <p>Begin to recite numbers to 5 in different ways and count small numbers of objects (five or less) noticing the quantity/value representing the set is the last number</p> <p>Organising objects and modelling counting them to demonstrate 1-1 correspondence</p> <p>Dear Zoo - compare sizes and shapes of the animals, match animal pictures to their silhouettes, show life size images/cut outs of animals to enable bigger/smaller comparisons</p> <p><b><u>Shape, Space &amp; Measures</u></b> Provide different sizes and shapes of containers in water and sand play, so that children can experiment with quantities and measures.</p> <p>Inset puzzles and jigsaws</p> <p>Notice and look at patterns in the natural world – animal coats, leaves – use printing activities to extend patterns further</p> <p>Develop positional language 'on top of' underneath, beside, next to, up, down, through etc</p>	<p>Ensure that the home corner and resources reflect children's experience at home</p> <p>Exploration of natural materials indoors and outdoors – make collections of natural materials – contrast and compare (use magnifiers)</p> <p>Explore the immediate environment of the school grounds walking under trees and feeling the bark, feeling the grass and hard surfaces, sensing temperature and textures inc on rainy days wearing coats and wellies/using umbrellas – take photographs for displaying/labelling</p> <p>Look out for living things such as minibeasts and birds</p> <p>Notice things that are growing/changing e.g. flowers fading and dying, seed heads etc</p> <p>Notice how leaves change colour and select materials from the environment e.g. grass/seed heads to create images/patterns.</p> <p>Plant daffodil bulbs in the garden in Sept/Oct</p> <p>Grow/plant apple trees, pumpkins in the Nursery garden which can be</p>	<p>sounds and rhythm, e.g., loud and soft, fast and slow</p> <p>Children make their own musical instruments - shakers with rice, pumpkin seeds, bottle xylophone, elastic band guitars, tin drums, clacker drum</p> <p>Develop pretend play pretending that one object represents another e.g. pretending that a wooden block is a telephone or pine cones are pasta in a pan</p> <p>Develop home corner with resources to support family life/looking after one another, looking after a baby</p> <p>Provide materials to support imaginative play at different scales e.g. small world zoos &amp; making enclosures using large cardboard panels/boxes...</p> <p>Draw faces representing features and explore how emotions: sad, happy, frightened might be conveyed</p> <p>Role play and use puppets to represent different animals, using animal sounds, looking after and caring for animals.</p> <p><b><u>Rhymes and music</u></b> Using instruments Action rhymes</p>
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<p>Adults to use colourful semantic sign along Visual timetables to be used</p> <p>All adults to use visual keyrings</p> <p>Box clever strategies displayed</p> <p>Box clever groups to take place</p> <p>All adults to get down to the children level when interacting with them being a model of good spoken language</p> <p><b><u>listening &amp; Attention</u></b></p> <p><b>PALS – How to meet and greet</b></p> <p>Do they say hello to others?</p> <p>Do they introduce themselves?</p>	<p>sessions during key worker times</p>	<p>and streamers different patterns with them</p> <p>and making</p> <p>Crawling through tunnels and moving over, under and around objects</p> <p>Play movement games e.g. musical statues</p> <p>Learn movement sequences to rhymes e.g. two little dickie birds &amp; Heads, shoulders, knees and toes</p> <p>Take turns in rolling balls, rolling tyres, back and forth</p> <p>Notice when young children are ready to begin toilet training and discuss this with parents</p> <p>Support children with dressing independently and doing up buttons, zips etc giving support where required but leaving increasing steps for children to do</p> <p>Share books, demonstrate and talk with children about keeping healthy through what they choose to eat, brushing their teeth, blowing noses into a tissue and throwing that away, washing and drying hands –</p>	<p>in the environment, identifying musical instruments inc hidden instruments, find the sound activity.</p> <p>Lay on the ground with eyes closed and listen out for sounds...</p> <p>Blending games</p> <p><b><u>Environment:</u></b></p> <p>Label resources with both pictures/silhouettes</p> <p>Self registration - recognising name</p> <p>notice/recognise signs in the environment, road signs etc</p>	<p>and use to describe for instance a walk around the school grounds - hide animal toys related to Dear Zoo under, beside etc</p> <p>Develop language for times of the day/days of the week, today, tomorrow and yesterday</p>	<p>harvested and related to 'harvest festival'</p> <p>Collect books which represent a range of different cultures and which reflect Black History month, Halloween e.g. Handa's surprise, Handa's Hen, Look through my window, Room on the broom, Pumpkin Soup, Meg and Mog</p> <p>Make some pumpkin soup. Screw screws into pumpkin. Cut pumpkins in half and use as bowls e.g. for potion making.</p> <p>Use the pumpkin seeds to create transient art, pick up seeds with tweezers. Show children carved pumpkins and paint faces on them.</p> <p>Collecting pumpkin seeds to use as an art resource</p> <p><b>Role Play:</b></p> <p>Zoo keeper's office</p> <p>Hairdresser/barber</p> <p>Doctor's surgery/dentist</p> <p>Ensure dolls/dressing up clothes reflect diversity</p> <p><b>Home corner (outside)</b></p> <p>Deconstructed role-play – child initiated – practitioners to supply large cardboard boxes and a range of hats, dress up and other materials</p>	<p>Lay on the ground with eyes closed and listen to sounds then open eyes &amp; match to sounds</p> <p>Play variations of 'squeak piggy squeak' &amp; ring games where children close their eyes and identify other children in the group from the sound of the voice e.g. by repetition of nursery rhymes</p> <p>Who's hiding under the blanket/the fishy game</p> <p>Clap/tap the pulse of songs/nursery rhymes - moving to music</p>
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		esp. before eating and after going to the toilet				
<b>What the provision can offer</b>						
Traditional dressing up clothes Self portrait with different tools Books about families small world scenario re: home/zoo Parental involvement/separation from carer Mindfulness / Meditation Chalkboard and chalks – drawing families Cup cakes cases to make birthday cakes / playdough to make cakes			Papier-mache to create a face of themselves Construction equipment to make houses Water wheels and jugs with lentils Buggies and babies, dressing up dolls babies Magazines and scissors Stamps and tools with paint Doctors role play area / Home corner area Mark make on the whiteboard / listen to stories on the IWB			
<b>Festivals/focus days:</b>						
Enrichment and parental engagement <ul style="list-style-type: none"> <li>● Stay and settle children</li> <li>● Parent workshop – routines, story telling, nursery rhymes, play dough disco and cutting skills.</li> <li>● Chatterbox sessions to be offered</li> <li>● Stay and read (Love of Reading)</li> <li>● Getting to know the school environment</li> <li>● Stay and celebrate- looking through special books and writing</li> </ul> Calendar events: <ul style="list-style-type: none"> <li>● Seed gathering season (23rd September – 22nd October 2021)</li> <li>● Harvest festival (Sunday closest to the Harvest Moon which takes place around the autumn equinox – variable dates)</li> <li>● Black History Month October</li> </ul>						
<b>Critical Thinking/Creativity activities:</b>						
<p><b>All activities must have an example provided</b></p> <p>Challenge for the week-link with children’s interest.          Can you design your own? Ensure children have access to wooden sticks, doweling rods and large wooden construction etc.</p> <p><b>Dear Zoo - suggested Critical Thinking Activities:</b>          Confidence building exercises/working together collaborative activities e.g.</p> <p>Matching parent/baby animal cards/puzzles. Can we make more of our own? What would the cards look like for your family? Matching animals to their silhouettes/pattern e.g. giraffe spots, snake scales + animal sound games e.g. Old McDonald had a zoo - matching animal to its sound          Matching animal images &amp; sounds cards/puzzles. Can we make more of our own? Sound lotto          Sound games e.g. squeak piggy squeak</p> <p><b>Pom Pom Turn Taking Game</b> - Turn-taking, social interaction          In a nutshell – Trap pom poms in a colander using some wooden sticks or pipe cleaners and turn it upside down. Let the children take turns to pull the sticks out (and strengthen their fine motor skills!) until all of the pom poms fall down like an avalanche!</p>						

**What you need –**

- Around 50 Coloured Pompoms
- Wooden BBQ Sticks or Pipe Cleaners
- A Large Colander

**Parachute Game - Washing Machine** – Place some items such as jumpers or teddies on the parachute. Ask the children to take a handle each and listen carefully for the instructions. The children must act like the washing machine and walk round in a circle, you can shout instructions such as 'faster', 'slower', or 'change direction (stops the children getting too dizzy) After the clothes have been washed the children have to then tumble dry them. This can be done by encouraging the children to softly bounce the clothes on the parachute.