

## Nursery Term 5

Topic - 6 week theme: Roots and shoots/In the garden						
Core books - 2 week focus:						
<b>Storytime:</b> Jasper's Beanstalk <i>Nick Butterworth</i> , The hungry caterpillar <i>Eric Carle</i> , Jack and the beanstalk, A bad tempered ladybird <i>Eric Carle</i> , An Alphabet <i>Oliver Jeffers</i> , The Enormous Turnip <b>Nursery rhymes:</b> Incey Wincey spider, It's raining it's pouring, Mary, Mary quite contrary, One man went to mow, Five currant buns						
Talk for writing – 6 week focus:						
The Very Hungry caterpillar + stories related to this term's calendar events (+ <i>Jasper's Beanstalk - 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>Share stories daily demonstrating good listening skills. Encourage children to join in with repetitive refrains and repeated phrases. Consider responses to questions 'What might they do next to help with pulling up the turnip?' and 'What do you think the caterpillar did next?'</p> <p>Prompt children, using their name, when you need them to change their attention away from an activity in which they are engaged.</p> <p>Relate stories to children's direct experience – grow vegetables and dig them up. Hunt for caterpillars. Focus on key vocabulary (in texts) and encourage its use in context: root,</p>	<p>Increase the range of resources and challenges on offer to children which increase the level of complexity of tasks. Introduce new experiences and challenges e.g. cutting soft fruit with knives</p> <p>Develop a wide range of 'jobs' which children can manage which help in the provision e.g. preparing fruit for snack time, washing up plates etc</p> <p>Organise for increased interaction with a wider range of people/visitors e.g. gardeners, growers, artists, firefighters, actors...</p> <p>Visit interesting places e.g. Plant Nursery, park, farm</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Transfer movement skills from one context to another e.g. threading in threading boards to threading string through a frame to support plant growth.</p> <p>Encourage painting and making marks with chalk on large vertical surfaces.</p> <p>Encourage movement games and follow my leader using sequences inspired in stories e.g. crawling like a caterpillar, tug-of-war/heaving up the enormous turnip, climbing a beanstalk</p> <p>Give children opportunities to play in</p>	<p>Draw children's attention to a wide range of print: shop shelves, instructions on seed packets, with plants etc</p> <p>Share stories daily and notice the structure – parts of the book, organisation of text</p> <p>Identify use of upper &amp; lower case letters, notice that sentences start with a capital letter and end with a full stop</p> <p>Play with rhymes and swap words around for rhyming counterparts e.g. Bill, Bill quite still, how does your garden grow...</p> <p>Miss out words in rhymes so that children have to fill them in: It's raining, it's pouring, the old man is ....</p>	<p>Count and group plants/seeds – match groups to corresponding dice, numerals etc</p> <p>Play cumulative games - how many fruits did the HC eat on Monday and Tuesday? Count out numbers of objects emphasising &amp; repeating the last number</p> <p>Regularly repeat the counting sequence, counting both up and down. Play hide &amp; seek and count to....</p> <p>Label pots/containers with 'gardening' equipment with the number of tools – draw children's attention to this when tidying up</p> <p>Have mathematical conversations using 'more</p>	<p><b>Forest School</b> Make collections of natural materials – leaves, flowers, sticks, seeds, pebbles etc</p> <p>Examine materials with magnifying glasses, make drawings of objects</p> <p>Show &amp; explain concepts of growth, change and decay – record what happens to plants over time including the plant dying off</p> <p>Make a compost heap &amp; observe old fruit/veg going mouldy</p> <p>Hatch chicken eggs, caterpillar eggs and take care of young creatures</p> <p>Talk about forces e.g. how it can be easy or difficult to dig ground. How the</p>	<p>Take part in simple pretend play – create role play areas which reflect an outdoor/growing theme e.g. garden shed, gardeners hut, garden centre, greenhouse</p> <p>Create small world scenarios with farms &amp; fruit and vegetables</p> <p>Provide an increasing range of resources &amp; equipment for junk modelling including sticky tape, glue, masking tape, paper clip &amp; paper fasteners, string, hammers &amp; nails, glue guns, paints</p> <p>Invite artists, musicians &amp; craftspeople into the setting.</p>

<p>grow, help, days of the week, earth, soil, egg, cocoon, chrysalis etc</p> <p>Understand a question or instruction that has two parts, such as: "Can you pick a trowel from the tray and dig a hole over here?".</p> <p>Plant and grow a range of different flowers, fruits and vegetables/salads – this will encourage a wide range of talk and questions. Visit a Nursery, look at the plants together and decide what to buy.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs – recall songs and rhymes from earlier in the year as well as the focus rhymes for this term</p> <p>Repeat/recast children's phrasing back to them correcting any errors especially in relation to irregular tenses e.g. grewed for grew, eated for ate and focus on more challenging sounds such as: r, j, th, ch, and sh and multi-syllabic words such as 'caterpillar'</p> <p>Expand and build on children's phrasing</p>	<p>Invite children to come up with ideas re: developing role play areas. Support children in managing differences of opinion/conflict modelling how to resolve problems by listening and agreeing a compromise</p> <p>Provide visual prompts re: rules and support children in adhering to them.</p> <p>Model managing challenging situations by keeping calm and acting with sensitivity.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Discuss how the caterpillar in 'The Hungry Caterpillar' might be feeling or the feelings of characters in the Enormous Turnip</p> <p>Planning support in Jigsaw &amp; undertake jigsaw sessions during key worker times PALS groups taken by TA</p>	<p>larger spaces such as the KS1 field, park etc</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example digging holes with trowels, cutting off dead flowers with scissors</p> <p>Check children's tripod grip re: holding cutlery &amp; pens/pencils. Develop fine manipulation by picking and sorting stones/seeds for example</p> <p>Can they copy some letters, e.g. letters from their name? Can they write their names?</p> <p>Support children in becoming increasingly independent in managing dressing/undressing and hygiene – toileting, hand washing, cleaning teeth, blowing noses etc</p>	<p>Play 'Eye spy with my little eye' and go on word treasure hunts looking for things that begin with.....</p> <p>Provide lots of opportunities for mark making – clipboards, chalkboards, notice boards, note pads, chalks outside – making labels for plants</p> <p>Write some or all of their name. Write some letters accurately.</p> <p><b>RWI – Short sessions to take place –</b> 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 pinyin 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</p>	<p>than' &amp; 'fewer than' e.g. we have some plants left over... there are fewer pots than there are plants. Draw children's attention to changing amounts such as in stories like 'the enormous turnip'</p> <p>Record plant growth and make comparisons about height</p> <p>Have discussions using the language of shape * position – plant a seed in each corner of the pot..., let's put the pots further along the path where they'll be in the sun</p> <p>On a walk to the nursery recall the route and talk about the order of things along the way – first, then, after etc</p> <p>Provide small play with train tracks &amp; roads etc</p> <p>Set up obstacle courses with challenging routes – play blindfold games and direct children orally along the route</p> <p>Provide den making materials, blocks for making 'patio surfaces, pathways, construction for building sheds – talk about the shapes &amp; their properties</p> <p>Play repeating pattern sound games and</p>	<p>wheelbarrow moves when pushed</p> <p><b>People and Communities</b> Eid-ul-Fitr My Muslim Faith The Gift of Friendship</p> <p><b>The World</b> 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 we are and where in the world do particular animals come from? LGBT/Equality stories Stay and Play sessions welcoming parents/carers into the nursery environment</p> <p><b>Technology:</b> Progress Matters: Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc. Programmable toys focus: beebots etc</p> <p>Role Play: Parks office Garden Centre Travel agents</p>	<p>Let children initiate ideas about what they'd like to create.</p> <p>Develop drawing &amp; model making talking through children's ideas with them.</p> <p>Create closed shapes with continuous lines to represent objects and include details such as a face with eyes or other key features.</p> <p>Display a range of art from different artists, cultures &amp; times and use these to stimulate children's thinking about their own drawings/paintings.</p> <p>Talk with children about different colours and help them to explore &amp; refine their colour mixing skills in order to achieve the colours they intend/want.</p> <p>Provide music at different times of the day to reflect quietness &amp; stillness or activity &amp; business etc as appropriate.</p> <p>Play a range of listening focussed games such as 'squeak piggy squeak' &amp; other blindfold games.</p> <p>Sing songs together encouraging children, increasingly, to use their singing voice copying the</p>
---	--	--	---	---	--	--

<p>Model language that promotes thinking and challenges children e.g. I can see the bees landing on the flowers. I wonder why they choose the flowers and not the leaves?</p> <p>Ask open ended questions 'I wonder what would happen if....?'</p> <p>Talk through solving problems together e.g. I wonder how we can make sure that everyone has the chance to plant a plant in the garden.</p> <p><b>Speaking:</b> Strategies and interventions to promote speaking: Box clever S &amp; L visual prompts Colourful semantics 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 Are they beginning to use more complex sentences to link thoughts (e.g. using and, because)?</p>		<p>Talk to children about keeping physically active, eating well &amp; staying healthy by handwashing etc</p>	<p>Do they recognise high frequency words</p> <p><b>Writing:</b> 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)</p>	<p>challenge children to recall the longest sequence</p> <p><b>Number (3 weeks )</b> 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> <p><b>Shape, space &amp; measures (2 weeks)</b> 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> <p><b>Number (2 weeks)</b> Shows an interest in numerals in the environment. Shows an interest in representing numbers.</p> <p>Note: Nursery will also 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>melody and rhythm. Use echo back structures and songs made with repeating sounds such as ba, ba, ba-ba, ba---- in order to reduce cognitive demand by recalling words.</p> <p>Sing songs with a moving melody such as up and down, down and up e.g. Twinkle, twinkle little star &amp; row, row, row your boat, see <a href="https://milnepublishing.geneseo.edu/music-and-the-child/chapter/chapter-8/">https://milnepublishing.geneseo.edu/music-and-the-child/chapter/chapter-8/</a></p> <p>Make a variety of instruments available in the setting. Experiment with different ways of playing them. Play echo/repeat type games.</p>
<p>What the provision can offer</p>						

## Festivals/focus days:

### Calendar events:

- Earth Day 22<sup>nd</sup> April
- St George's Day, Patron Saint of England 23<sup>rd</sup> April
- International Dance Day April 29<sup>th</sup>
- Eid-UI-Fitr – 13<sup>th</sup> May (Check as the date is variable)
- Walk to school week (17<sup>th</sup> – 21<sup>st</sup> May 2021)
- National Children's Gardening Week (23<sup>rd</sup> May – 30<sup>th</sup> May 2021)
- UNICEF Day for Change (24<sup>th</sup> May 2021)

## Critical Thinking/Creativity activities:

### Team building exercises

#### **If You Build it...**

This team-building game is flexible. Simply divide students into teams and give them equal amounts of a certain material, like pipe cleaners, blocks, or even dried spaghetti and marshmallows.

Then, give them something to construct. The challenge can be variable (think: Which team can build the tallest, structurally-sound tower? Which team can build a tower the fastest?).

#### **Minefield**

Arrange some sort of obstacle course and divide students into teams. Students take turns navigating the "mine field" while blindfolded, with only their teammates to guide them. You can also require students to only use certain words or clues to make it challenging or content-area specific.

#### **Save the Egg**

This activity can get messy and may be suitable for older children who can follow safety guidelines when working with raw eggs. Teams must work together to find a way to "save" the egg (Humpty Dumpty for elementary school students?) — In this case an egg dropped from a specific height. That could involve finding the perfect soft landing, or creating a device that guides the egg safely to the ground. Let their creativity work here.

See: <https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking>

<https://globaldigitalcitizen.org/5-team-building-games-critical-thinking>

**Skills: Problem-solving, creative collaboration**

#### **The Enormous Turnip - suggested Critical Thinking Activities:**

Confidence building exercises/working together collaborative activities e.g.

**My uncle went to the market** and he bought 6 eggs.... Memory game in a circle. On each turn a new item is added to the growing 'shopping list'. Picture cards/objects might be used to scaffold & support this activity

**A Shrinking Vessel** - A shrinking vessel is another team building game with a simple concept. It is up to you how many people you would like to have on each team. The team must work together to occupy a space that shrinks over time until there is no more room between the individuals in the group. They will be forced to come up with creative solutions to occupy the increasingly smaller space, such as having one team member ride on another team member's shoulders. Use small traffic cones, a rope, or another suitable material to form a boundary.

**Dance Freeze** - Attention & listening

In a nutshell – Dance when the music's on and freeze when it stops. It's as simple as that. You might know it as some ice-breaker entertainment for a birthday party, but it's also great for an attention and listening exercise. If you're not sure what to play, check out this video with some lovely, cartoon characters that sing and guide their audience.

**What you need –**

- A Music Player
- An Open Area Free of Obstacles

**Parachute Game - Popcorn** – This can be a simple ball game with ball pit balls on the parachute, and the children pretend they are popcorn kernels and try and pop them off the top. This can be done until all the balls have fallen off. Alternatively to add some challenge the children can count the balls and the pop them off stopping whenever the practitioner says to count how many are left or how many have fallen off. This can also be turned into adding and subtracting.