**Nursery - Term 3 and 4**

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| **Our Community**  **This term we will be using the nursery environment more confidently and practise using a range of tools & materials with more purpose and control. We will begin to use our observations, interests and experiences to lead our independent learning. We will be particularly thinking about our bodies, our clothes and seasonal change. We will begin to develop a sense of community as we explore our town and local environment.** | | |
| **Overarching Focuses**  \*Positive Relationships, inclusion, respect & kindness \*Emotional literacy, mental wellbeing & healthy bodies \* Time to talk & books to love \*Motor Movements – big & small \*Nature based inquires \*Meaningful mark making, purposeful writing \* Maths in Action \*Process Art – individual and collaborative\*Story Tellers and Music Makers  We take into account the interests and needs of the cohort, respecting what is important to them, excites and inspires them and invites wonder and curiosity. We follow a child centred approach, building secure & positive realtionships and providing shared experiences and a thoughtfully planned enabling environment for play based learning.  **Our ‘Stunning Start’**  Let it Snow  **Our ‘Marvellous Middle’**  Mini Mindfulness Spa Day  **Our ‘Fabulous Finish’**  Tiny Street | **Effective Learning Skills:**  The Characteristics of Effective Learning within the Early Years focus on three key elements: engagement, motivation and thinking.  The Characteristics of Effective Learning describe behaviours children use in order to learn. When learning well. children approach opportunities with curiosity, energy and enthusiasm. Effective learning should be meaningful to a child so that they are able to use what they have learnt and apply it in new sitatutions. This is why an enabling environment is so positive for the children as this is when they can revisit, develop and extend these skills independently.  The characteristics are:  **Playing and exploring**  - Finding out and exploring.  - Using what they know in play.  - Being willing to have a go.  **Active learning**  - Being involved and concentrating.  - Perservering.  - Achieving what they set out to do.  **Creating and thinking critically**  - Having their own ideas.  - Using what they already know to learn new things.  - Choosing and find new ways to do things. | **Communication and Language**  **Context:**  Getting to know new friends ( January starters), particularly talking about the changing seasons Winter & Spring, going on adventures, our bodies, our clothes, our local community. Early Phonics /Little Wandle activities focussing on aliteration, vocal sounds, time to talk sessions, shared experiences, focus high quality texts & vocabulary, talk for writing, high quality adult interactions alongside a thoughtfully planned, enabling environment  **Focus Skills:**  **Listening, Attention & Understanding**  Enjoys listening to longer stories and can remember much of what happens.  Understands simple questions based on who, what, where  Shows that they understand action words by pointing to the right picture in a book.  Can follow an instruction with 3 keywords  **Speaking**  Is able to use sentences of four to six words Demonstrates using talk to organise themselves and their play  Begins to use irregular tenses/ plurals correctly  Applies an increasing vocabulary correctly  Starts to maintain conversations |
| **Physical Development**  **Context:** Travelling in different ways, using outdoor apparatus including landing, active listening games, outdoor play, open ended resources e.g designing assault courses, shared experiences eg going on journeys & adventures, fine motor, high quality adult interactions alongside a thoughtfully planned, enabling environment, more confident use of a range of tools through further challnge  **Focus Skills:**  **Gross Motor Skills**  Continues to develop their movement, balancing, riding (scooters, trikes and bikes) including to climb with increasing confidence and pedal a tricycle  Practises skipping & hopping with increasing control  Is able to match their developing physical skills to tasks and activities in the setting  Begins to use the vocabulary of movement and instruction  Is able to demonstrate jumping with both feet off the ground at the same time and run well  **Fine Motor Skills**  Demonstrates increasing manipulation and control when using a range of one-handed tools and equipment for example, making snips in paper with scissors. Using more challenging tools and materials in our enabling environment, less support , more independence  Practises using a comfortable grip with good control when holding pens and pencils.  Starts learning how to use a knife and fork | **Personal, Social and Emotional Development**  **Context**: Extending provision, high quality adult interactions alongside a thoughtfully planned, enabling environment, building friendships, shared experiences thinking about their bodies, similarities and differences, homes & the wider community, focus high quality texts & vocabulary,mini mindfulness sessions, emotional literacy  **Focus Skills:**  **Self Regulation**  Safely explore emotions beyond their normal range through play and stories.  Talks about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …  **Managing Self**  Learns to use the toilet with help, and then independently.  Increasingly follows rules, understanding why they are important.  Becomse more outgoing with unfamiliar people, in the safe context of their setting.  **Building Relationships**  Is sometimes able to share or take turns with others independently  Plays with one or more other children, extending and elaborating play ideas | **Literacy**  **Context** : Extending provision, high quality adult interactions alongside a thoughtfully planned, enabling environment, extended Nursery Print, extended familiar print including shops & local places ( eg Tescos, Drusillias) focus high quality texts, core book projects , marks for meaning/ writing for a purpose prompts, , name writing, simple recipes, instructions,simple maps, Early Phonics/ Little Wandle activities focussing on alliteration, vocal sounds, talk for writing  **Focus Skills:**  **Comprehension**  Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo  Sings songs and say rhymes independently,  Repeats words and phrases from familiar stories.  Asks questions about the book.  Makes comments and shares their own ideas.  Develops play around favourite stories using props.  **Word Reading**  Understands 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  **Writing**  Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  Makes marks on their picture to stand for their name. |
| **Mathematics**  **Context :**  High quality adult interactions alongside a thoughtfully planned, enabling environment, maths in action child led inquiries, using real life maths opportunities, mini projects including ‘My Brilliant Body’ ‘Our Town’ White Rose & NCETM based together times, building structures, routes  **Focus Skills** :  **Number**  Develops fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Recites numbers past 5.  Shows ‘finger numbers’ up to 5.  Says one number for each item in order: 1,2,3,4,5  Links numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  **Numerical Patterns** Notices and correct an error in a repeating pattern  Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.  Describes a familiar route | **Understanding the World**  **Context:**  Exploring our brilliant bodies, our local community. High quality adult interactions alongside a thoughtfully planned, enabling environment , opportunities for hands on child led inquires and nature study including changing seasons , exploring range of high quality texts, together time discussions  **Focus Skills:**  **The Natural World**  Uses all their senses in hands-on exploration of natural materials  Talks about what they see, using a wide vocabulary  Explores collections of materials with similar and/or different properties  Talks about the differences between materials and changes they notice  Understands the key features of the life cycle of a plant  Plants seeds and care for growing plants.  Begins to understand the need to respect and care for the natural environment and all living things  **Past & Present** Shows interest in the lives of people familiar to them e.g talk about people in their life, who they are and what they do Remembers and talks about significant events in their own experience  Begins thinking about changes over time  **People , Culture & Communities**  Shows interest in different occupations.  Continues developing positive attitudes about the differences between people  Begins thinking about our wider community, the high street, Polegate  Begins thinking about changes over time | **Expressive Arts and Design**  **Context:**  Early Phonics activities focussing on Alliteration, Vocal Sounds. Extending the enabling environment & provision, building on a more complex range of play opportunities inc home corner,small world, open ended resources, loose parts, tools, materials & independent opportunities, what they have obsevered, exploring shape, process art invitations, high quality adult interactions, active art/collaborative projects, mini artist projects, music based together times  **Focus Skills:**  **Creating with Materials**  Drawing –Uses drawing tools to make marks, lines and curves. Creates closed shapes with continuous lines and begins to use these shapes to represent objects.  Draws with increasing complexity and detail, such as representing a face with a circle and includes core details  Sculpture - Joins different materials and explores different textures .Use tools such as scissors, staplers, clay tools, split pins and shape cutters with more independence and control  Painting -Explores light and dark shades of colour, watery and solid paint, Explores working with paint on different surfaces and in different ways  **Being Imaginative & Expressive**  Remembers and sings entire songs.  Listens to music and explore making music with different: dynamics (loud/quiet) ,tempo (fast/slow) , pitch (high/low), rhythms (pattern of sound  Claps or tap to the pulse of songs or music  Begins to develop more complex stories using small world equipment like animal sets, dolls and dolls houses, etc. |