**Nursery - Term 5 and 6**

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| **Our World** **This term we will be using the nursery environment with greater independence and practising applying and combining a range of skills and techinques unaided as we start to plan and act on our own ideas. We will be particularly thinking about the wider world: living things and their habitats and geographical features such as the coastline and working collaboratively together on larger projects, strengethening relationships and our emotional literacy as we transition to the next academic year** |
| **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 MakersWe 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’**Nature Day - Pond Dipping **Our ‘Marvellous Middle’**Down at the Beach **Our ‘Fabulous Finish’**Farewell Friends |   **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:**Talking about the changing seasons , living things and their habitats, geographical features, Early Phonics / Little Wandle initial sound & oral blending & segmenting activities, 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**Experiences listening to longer stories and demonstrate remembering what has happenedIs able to talk about familiar booksUnderstands a question or instruction that has two partsIs able to answer simple ‘why’ questions**Speaking**Uses sentences joined up with words like ‘because’, ‘or’, ‘and’Uses the future and past tense correctlyIs able to express a point of view and to debate when they disagreeSings a large repertoire of songsKnows many rhymesExperiences retelling a long story Applys confidently a wider range of vocabulary |
| **Physical Development** **Context:** Exploring a range of sports equipment, ball skills ; big balls and little balls, simple team games, simple races, Sports Week, outdoor play ,open ended resources including safe risk taking, shared experiences, simple movement routines,fine motor patterns, high quality adult interactions alongside a thoughtfully planned, enabling environment**Focus Skills:****Gross Motor Skills** Continues to develop their ball skills including kicking and catching a large ballTakes part in some group activities which they make up for themselves, or in teams. Is able to use and remember sequences and patterns of movements which are related to music and rhythm Is able to 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. Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks **Fine Motor Skills**Is independent as they get dressed and undressed, for example, putting coats on and doing up zips.Shows a preference for a dominant hand.Uses a comfortable grip (tripod) with good control when holding pens and pencilsIndependently use a whole range of one-handed tools and equipment  | **Personal, Social and Emotional Development** **Context**: Independently using the enabling environment & provision, high quality adult interactions alongside a thoughtfully planned, transitioning to school, focus high quality texts & vocabulary,mini mindfulness sessions, emotional literacy, opportunities for collaborative projects**Focus Skills:****Self Regulation**Remembers rules without needing an adult to remind themDevelops appropriate ways of being assertive. Talk with others to solve conflicts. Talks about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’Understand gradually how others might be feeling.Selects and uses activities and resources, with help when needed**Managing Self**Shows more confidence in new social situationsIs increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Makes healthy choices about food, drink, activity and toothbrushing**Building Relationships**Takes part in pretend play with different rolesIs able to generally negotiate solutions to conflicts in their playDevelops their sense of responsibility and membership of a communityUnderstands gradually how others might be feeling. | **Literacy** **Context :**Extended Nursery Print, extended familiar print, focus high quality texts, vocabulary , core book projects , marks for meaning/ writing for a purpose prompts, high quality adult interactions alongside a thoughtfully planned, enabling environment, name writing, simple recipes, instructions, Early Phonics/ Little Wandle initial sounds, oral blending & segmenting activities, talk for writing, letter shapes**Focus Skills:****Comprehension**Engages in extended conversations about stories Continues to learn and apply new vocabulary**Word Reading**Develops their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother**Writing**Uses 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. Writes some or all of their name.Writes some letters accurately |
| **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 ‘ Minibeasts’ , White Rose & NCETM based together times, games: recording scores and results**Focus Skills:****Number** Compares quantities using language: ‘more than’, ‘fewer than’Experiments with their own symbols and marks as well as numerals. Solves real world mathematical problems with numbers up to 5.**Numerical Patterns**Talks about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.Makes comparisons between objects relating to length and weightDiscusses routes and locations, using words like ‘in front of’ and ‘behind’Begins to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | **Understanding the World****Context:**Exploring the wider world, living things and their habitats, geographical features, changes over time – transitioning to school. 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**Talks about the differences between materials and changes they noticeExplore collections of materials with similar and/or different properties Explores how different materials sink and floatExplores and talk about different forces they can feel**People , Culture & Communities**Continue developing positive attitudes about the differences between people Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos**Past & Present**Beginning to make sense of his/her own life story and his/her family historyAsks and answers simple questions about their life and family, events, stories read to themIs introduced to the past through settings, characters and events in books, read to them and through storytelling Is begin to recognise how life was different a long time ago | **Expressive Arts and Design** **Context:** Early Phonics / Little Wandle activities focussing on initial sounds, oral blending & segmenting, 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 to represent ideas like movement or loud noises. Shows different emotions in their drawings and paintings, like happiness, sadness, fear, etc.Sculpture- Builds a construction/ sculpture using a variety of objects from observation or imagination Painting - Explores colour and colour mixing Understands that when colours are mixed, new colours are created.Experiences creating different colours Responds to what they have heard, expressing their thoughts and feelings. To talk about their own and other work. Sings the pitch of a tone sung by another person (‘pitch match’).  Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Creates their own songs or improvise a song around one they knowPlay instruments with increasing control to express their feelings and ideas Show experience in simple weaving**Being Imaginative & Expressive**Explores different materials freely, to develop their ideas about how to use them and what to make.Develops their own ideas and then decides which materials to use to express them. Makes imaginative and complex ‘small worlds’ with blocks and construction kits |