Nursery - Term 3 & 4

|  |  |  |
| --- | --- | --- |
| **Overarching**  \*Positive Relationships, inclusion, respect & kindness \*Emotional literacy, mental wellbeing & healthy bodies \* Time to talk & books to love \*Shared experiences \*Motor Movements – big & small \*Nature based inquires \*Meaningful mark making, purposeful writing \* Maths in action \*Process Art – individual and collaborative\*Music Makers \*Our nursery, our local community, our diverse world \*Little Eco Warriors  **Possible Lines of Development – Let’s get cosy, It’s a bear! We’re going on an adventure, The Magic of Seeds, Hooray for Spring!**  **(Winter, Being Cosy, Going on a bear hunt, Our Local Community, Love, Gardening, Seeds, Signs of Spring)** | | |
| **Communication and Language**  **Context:** Getting to know new friends ( January starters), particularly talking about the changing seasons Winter & Spring, going on adventures, our local community, emotions , Early Phonics activities focussing on Rhythm & Rhyme, aliteration, vocal sounds, time to talk sessions,shared experiences – eg Winter & Spring adventures, Love Day, planting seeds, focus 5 texts & vocabulary, talk for writing, I’m a story teller  Key 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, balancability sessions, active listening games, outdoor play, open ended resources e.g designing assault courses, shared experiences eg going on journeys & adventures, letter join fine motor patterns, enabling environment  Key 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  \*High, Low, Over, Under  Is introduced to high, low, over and under and this applied to some outdoor/play climbing & balancing apparatus  \*Locomotion: Jumping  Explores/develops jumping  Is introduced to/explores hopping | **Personal, Social and Emotional Development**  **Context:** Extending the enabling environment & provision, building friendships, shared experiences including Winter to Spring, adventures , exploring the local community, focus 5 texts & vocabulary,mini mindfulness sessions, emotional literacy,Jigsaw **,**RSHE Term 3/ Relationships  Key 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 :** ExtendedNursery Print, extended familiar print including shops & local places ( eg Tescos, Drusillias) focus 5 texts, core book projects , marks for meaning/ writing for a purpose prompts, books in the environment, enabling environment prompts, name writing, simple recipes, instructions,simple maps, Early Phonics activities focussing on Rhythm & Rhyme, aliteration, vocal sounds, book project- Going on a bear hunt, talk for writing  Key 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 ssome 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 :** Winter Warmers, Book project – Bear Hunt, Building Structures, Real life maths - Gardening project inc seeds & beans, Signs of Spring, Extended enabling environment, shared experiences – journeys & routes, shops  Key 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:** Winter, Cold Weather, Ways to keep warm, Going on adventures including aroud our local community, Love Day, Little Gardeners : The magic of seeds, Signs of Spring  Key Skills:  **The Natural World**  Uses all their senses in hands-on exploration of natural materials: including Winter wonders ,items linked to bear hunt settings, when gardening & planting  Talks about what they see, using a wide vocabulary e.g seasonal changes relating to Winter, changes of state, growing & planting  Explores collections of materials with similar and/or different properties – textures  Talks about the differences between materials and changes they notice eg in relation to freezing & melting  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 – changing of season, life cycles, changes to local area  **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 – changing of season, life cycles, changes to local area |
| Expressive Arts and Design  **Context:** Early Phonics activities focussing on Rhythm & Rhyme, Aliteration, 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, representing themselves, people special to them, what they have obsevered, exploring shape, process art invitations  Artist Inspired Mini Project –Jackson Pollock – active art/collaborative projects, other art work linking to childrens interests  Key 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, watery and solid paint, Explores working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).  **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 tasp 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. | Stunning start :Welcome New Friends, Winter Warmers Hygge Day  Marvellous middle: Choose Love Day  Fabulous finish: Hooray It’s Spring celebrations |  |