Nursery - Term 5 & 6

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| **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 – Beetles, Bugs & Butterflies,Ready, Steady, Grow! , We live on Plant Earth , Little Eco Warriors , The Beautiful Blue, Super Duper You!**  **(Minibeasts, life cycles, growing, fruit & vegetables,our diverse world, caring for planet Earth, seaside, sealife, transition to school / farewell friends)** | | |
| **Communication and Language**  **Context:** Talking about the changing seasons Late Spring to Summer, observations eg minibeasts,30 days wild, plant growth, fruit and vegetables,healthy bodies & well being, Early Phonics activities, time to talk sessions,shared experiences eg gardening, Eco warrior activities, Summer bucket list, focus 5 texts & vocabulary, talk for writing, I’m a storymaker, Rising Fives End of Year Show.  Key Skills:  **Listening, Attention & Understanding**  Experiences listening to longer stories and demonstrate remembering what has happened  Is able to talk about familiar books  Understands a question or instruction that has two parts  Is able to answer simple ‘why’ questions  **Speaking**  Uses sentences joined up with words like ‘because’, ‘or’, ‘and’  Uses the future and past tense correctly  Is able to express a point of view and to debate when they disagree  Sings a large repertoire of songs  Knows many rhymes  Experiences 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,letter join fine motor patterns, enabling environment, Sessions with Zara  Key Skills  **Gross Motor Skills**  Continues to develop their ball skills including kicking and catching a large ball  Takes 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 pencils  Independently use a whole range of one-handed tools and equipment ( enabling environment – built up to paint making & mixing, playdough making, simple woodwork tools etc )  \*Ball Skills- Hands 1  Explores pushing  Explores rolling  Explores bouncing  Ball Skills- Feet  Explores moving with a ball using our feet  Games For Understanding  Experiences taking turns/keeping the score  Learns to understand and play by the rules  \*Moving in sequence  Joins in with simple movement sequences  Responds in movement to words and music  Explores contrasting tempos | **Personal, Social and Emotional Development**  **Context:** Independently using the enabling environment & provision, transitioning to school, growth mindset. shared experiences including growing, minibeast hunts, 30 days Wild , looking after our amazing planet, focus 5 texts & vocabulary,mini mindfulness sessions, emotional literacy, Jigsaw: Healthy Me, celebrating difference cont, dreams & goals  Key Skills:  **Self Regulation**  Remembers rules without needing an adult to remind them  Develops 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 situations  Is 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 roles  Is able to generally negotiate solutions to conflicts in their play  Develops their sense of responsibility and membership of a community  Understands gradually how others might be feeling. |
| Literacy  **Context :**ExtendedNursery Print, extended familiar print, 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, Early Phonics initial sounds, oral blending & segmenting, talk for writing, letter shapes, I’m a story maker, End of year performance  Key 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 :** Real life maths and problem solving Gardening projects fruit and vegetables, Summer, Extended enabling environment,plant earth, eco warrior tasks, shared experiences Summer bucket list, games: recording scores and results  Key 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 weight  Discusses 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:**  Key skills:  **The Natural World**  Talks about the differences between materials and changes they notice  Explore collections of materials with similar and/or different properties e.g shells, pebbles  Explores how different materials sink and float  Explores 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 history  Asks and answers simple questions about their life and family, events, stories read to them  Is 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:**  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 & what they have obsevered with appropriate detail, exploring shape, process art invitations, Early Phonics activities focussing on initial sounds, oral blending & segmenting, process art  Artist Inspired Mini Project –range of arists who have created sculture & 3D art and art work linking to childrens interests  Key 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 e.g. recycled, natural and manmade materials/ link to woodwork 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 know  Play instruments with increasing control to express their feelings and ideas  Show experience in simple weaving: paper, twigs, stitch  **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, such as a city with different buildings and a park. | Stunning start : I Spy Big Blub ( Pond dipping Adventure)/The Great Big Bug Hunt!  Marvellous middle: Mini Mindfulness Spa Day Fabulous finish: Farewell Friends End of Year celebrations |  |