

This term, Nursery are learning about:
Heroes and Adventurers

<p><u>Statutory Assessments</u></p> <p>This half term the nursery children will continue to be assessed through observations and small group activities.</p> <p>Children are observed during their choosing time, during our small group work and through one to one activities.</p>	<p><u>Communication and Language Development</u></p> <p>Use talk to explain what is happening and anticipate what might happen next e.g. discussing how Edmund Hillary climbed Everest</p> <p>Recall and relive past experiences; e.g. children discuss when they went on a school trip.</p> <p>Retell events in order; their school day, or a special event. Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This should be modelled by adults consistently.</p>	<p><u>Early Language Support</u> Time to Talk</p> <p>Time to talk is a programme which help to develop children's oral and interactive skills including eye contact, turn taking, sharing, listening and giving attention. It is delivered using the character Ginger the bear.</p> <p><u>Vocabulary</u> Tier 2 Twister words Half Melt Rescue Mountain Pain Sparkle Sink Race</p> <p><u>Core Rhymes</u> Five little ducks Little Miss Muffet</p>
<p><u>PSHE</u> Jigsaw – Changing me</p> <p>My Body, growing up Celebrating me</p> <p>Children will talk about growing up and what happens as we grow.</p> <p>They will think about how they have changed since starting school and celebrate their achievements.</p> <p>Children will think about the next steps when they move up to Reception class.</p>	<p><u>Fine Motor Skills</u></p> <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough</p> <p>Drawing, painting, weaving or simple sewing.</p> <p>Dough Disco and Squiggle while you wiggle</p>	<p><u>Gross Motor Skills</u></p> <p>Daily access to the outdoor area</p> <p>Racing and obstacle courses – sports day</p> <p>Using a racquet to hit a ball</p>
<p><u>Reading</u></p> <p>Hello Lighthouse A Day in the Life of Bob Mob in the Fog Professor Astronaut's Solar System What's Out There? On the Moon The Snail and the Whale Non-fiction texts about the world, space, STEM How to Catch a Star by Oliver Jeffers Whatever Next! By Jill Murphy</p>	<p><u>Phonics</u> Phase 1 Phase 1/Phase 2</p> <p>Aspect 6 – Voice Sounds Children will experiment using their voices in a variety of ways. They will think about the different ways their mouths can move and what they look like when they make different sounds.</p> <p>Aspect 7 – Oral Blending and Segmenting Children will learn to say words listening to someone orally blend c-a-t. Children will begin to orally segment words themselves.</p> <p>Phase 2 – Introducing the children to the first few sounds through the ELS program.</p>	<p><u>Writing</u></p> <p>Experimenting with mark making, giving meaning to marks with increasing detail.</p> <p>Using their knowledge of letters and print in their play. E.g. creating a pretend shopping list</p> <p>Develop and model static tripod grasp and Dynamic Tripod Grasp</p> <p>Name writing whole name from memory Copying some letters</p> <p>Writing some letters from memory.</p> <p>Writing some words.</p>
<p><u>Maths</u> Counting to 10 and beyond</p> <p>My Day – talk about night and day, daily routines, encourage vocabulary such as morning, afternoon, today, before, after.</p> <p>Capacity – look at full and empty, explore capacity of different materials, full half full and empty.</p> <p>Positional language – position and direction. In front of, behind, on top of. Look for hidden objects with prompts (look behind the shed)</p>		

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<p><u>RE</u></p> <p><u>Key Festivals:</u></p> <p>Fathers Day</p> <p>Ramandan</p> <p>Eid Ul Fitr</p>	<p><u>Understanding the World</u> <u>- History</u></p> <p>Journeys around the world. Explorers can use ships to journey around the world. Ernest Shackleton travelled to Antarctica. (Show on map and globe). Polar Bears at Yorkshire Wildlife Park. Link to previous learning during our journey's topic.</p> <p>Adventurers who climbed Everest. Adventurers have climbed to the top of Mount Everest, the highest mountain in the world (Show on map and globe). Link to where we live, where our school is in comparison.</p> <p>We live on the Earth. The International Space Station orbits the Earth. People want to explore space to find out more about it. Link to future learning about space in reception.</p>	<p><u>Understanding the World- Geography</u></p> <p>Living in cold places. Some people live in very cold places on earth. (Link to the Inuit showing Shackleton how to survive in the cold) They use special things to help them survive, e.g. using animal hides and furs for clothing and footwear Link to previous learning about Ernest Shackleton.</p> <p>In some places around the world, not all children can go to school. Link to the UN Rights of the Child. Links to Jigsaw.</p> <p>Children's own experiences. Develop understanding that people work hard for their achievements, persevering, overcoming obstacles and pursuing their dream. Links to Jigsaw hopes and dreams.</p>
<p><u>Understanding the World- Science</u></p> <p>Ice Investigation Ice investigation-(link to South Pole – Shackleton). Ice changes from a solid to a liquid when it melts. Link back to our journeys topic.</p> <p>Floating and Sinking Boats in water – explore floating and sinking. How many pennies can my boat hold? Link back to transport we learnt about previously.</p> <p>Contrasting environments Contrasting space with our local environment Compare with our classroom, our school.</p>	<p><u>Being imaginative and expressive:</u></p> <p>Being imaginative and expressive:</p> <p>Imaginary play - travelling on ships, going to the South Pole, climbing Everest, blasting off into space, working at the Space Station, landing on Mars.</p> <p>Listening to and responding to Holst's Planet Suite</p>	<p><u>Expressive Arts and Design- Art</u></p> <p>Creating with Materials:</p> <p>Make story telling crowns- take turns to tell stories to the class or in small groups</p>
<p><u>WOW Moments and Enrichments</u></p> <p>Summer Trail</p> <p>Real life heroes visit</p> <p>Eid 9th July</p> <p>Father's Day 19th June</p> <p>World Environment Day</p> <p>Anniversary of the NHS</p>		

