

Nursery Planning Term 2a – Our World

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Develop friendships with other children. Develop the sense of responsibility and membership of a community. Are talking about their feelings in more elaborated ways. "I'm sad because....," or "I love it when..." Increasingly follow rules, understanding why they are important. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Begin to enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Begin to use a wider range of vocabulary. Pay attention to more than one thing at a time. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use large muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example making snips in paper with scissors. Shows a preference to a dominant hand. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Understand that print has meaning. Write some or all of their name.
<p>How</p> <ul style="list-style-type: none"> Focus on using provision, tidying toys, sharing with peers. Following the nursery routine, visual timetable, and complying with the nursery rules. Singing time, Magic Bag, Rhythm time. Rules, prayers, friend name games and teacher name games. Home photographs- photographs comparing and talking about our home differences and where they live. Snack and chat questions Toilet timer - Toileting 	<p>How</p> <ul style="list-style-type: none"> 10 Favourite - stories Singing time/ Rhythm – repeating and learning new word and rhymes Ready Steady go games both inside and outside. EAL/AL/SLT Intervention groups. End of session story time – key vocab. Key vocab/ Academic vocab modelling. Key questions- Who, what, how and when. Play modelling – within all areas. Encouraging use of language at all times – snack time, snack and chat, welcoming. Story baskets –StickMan, Polar Bear, Dear Zoo, Five little men in a flying saucer. 	<p>How</p> <ul style="list-style-type: none"> Aprons, hand washing, coat motivation chart. Outdoor fine motor area – collecting stars using tweezers. Climbing and playing with outdoor equipment encouraging resilience. Encouraging the children to make a planet obstacle course. Bike track – going around the correct way, avoiding obstacles. Snack time – encouraging independence with cups and trying new foods. Music House and extended dancing area, with instruments and ribbons. Encouraging the children to use the outside mark making area, including the aeroplane to write their names on their boarding passes. 	<p>How</p> <ul style="list-style-type: none"> 10 Favourite –stories and story baskets with props. Mark making activity – making marks on pictures and encouraging them to give meanings / encourage the children to write their names on their work using their name card. Encourage children to draw freely. Passports (write their names and draw their self-portraits.). End of session Carpet time (Quiet on the carpet). Self-registration and names on pegs Singing time (Know and saying the songs) Rhythm time/ Magic Bag. Books in area and on story carpet (Looking at books and turning pages independently with an adult or a friend). Groups reading literacy activities. Drawing/painting simple shapes (lines and circles). Topic books - Our World. Bear hunt and Walking in the jungle retelling outside
Mathematics	Understanding the world	Expressive Arts and Design	Key Vocabulary/ Questions
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Recite some numbers past five. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Show finger numbers up to five. Build with a range of resources. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and families history. Talk about what they see, using a wide vocabulary. Use all their senses in hands on exploration of natural materials. Explore and talk about different forces they can feel. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Join different materials and explore different textures. Explore colour and colour mixing. Take part in simple pretend play, using an object to represent something else even though they are not similar. 	<p>Topic Home, City, Leeds, England, land, sea, globe, planet earth, weather, sunshine, cloudy, rain, snow, wind, autumn, recycle, winter, spring, summer, recycle, pollution, litter.</p> <p>Maths Number names, empty, full, give me, turn over, turn round, match, same, now, next, before, later, soon, how many, more, less a lot, too many, too few, colours.</p> <p>Key Questions</p>
<p>How</p> <ul style="list-style-type: none"> Singing, rhythm time. End of session carpet time. 5 little penguins in water area activity- counting 1-5. Recognising numicon plates 1-5. Tidy up time – shape matching, counting as we etc Modelling maths language at all times. Collecting the different animals from the jungle, placing them into the numicon and count them. Number games on climbing equipment. Using mathematical language in all areas, comparing sizes and weights. Individual/ group maths planning. 	<p>How</p> <ul style="list-style-type: none"> Winter topic – Winter display Climate- Cold, icy, melting (Ice in the water tray, Frost outside etc) Feeding birds – weekly Home photo activity – talking about our family homes, differences and cultures and painting pictures of our world and experiences. Seasonal walk around woodland making marks in the ice and water. Handa's Surprise- tasting foods from around the world. Five little men in a flying saucer, talking about where we all come from, pollution, recycling etc. 	<p>How</p> <ul style="list-style-type: none"> Painting ourselves and pictures of our world and experiences. Singing time/ rhythm time/ magic bag Use the singing tent and new instruments independently. Outside music and dancing. Children encouraged to use the powder paints independently. Making habitats in the creative area. Making Habitats in the construction area and role play. Small world – Five little men in a flying saucer. 	<p>Where do you live? How can we look after the world?</p> <p>Additional Questions Where is your favourite place to visit?</p>

