

Nursery Planning Term 2b – New Life

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"> Show more confidence in new social situations. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Remember the rules without needing an adult to remind them. Play with one or more other children, extending and elaborating play ideas. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Knows many rhymes, be able to talk about familiar books, and be able to tell a long story. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Use longer sentences of four to six words. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Chose the right resource to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Skip, hop, stand on one leg and hold a pose for a game like musical statues. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Understand that print can have different purposes. Develop their phonological awareness, so they can count or clap the syllables in a word. Engage in extended conversations about stories, learning new vocabulary. Write some letters accurately.
<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. Baby photographs- photographs comparing and talking about how they have changed. Snack and chat questions. Toilet timer – Toileting. Use the areas appropriately and select their own resources. Role play in areas with peers, taking turns and working together. 	<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 and instructions. Key vocab/ Academic vocab modelling. Key questions- Who, what, how and when. Play modelling – within all areas. Encouraging use of language at all times – Welcoming/ snack time, snack and chat. Encouraging the children to ask and answer questions using sentences and staff to model appropriate use of language. Story baskets –The Very Hungry Caterpillar, Five Little Ducks, Jasper’s Beanstalk. Small world area- The Very Hungry Caterpillar, encourage children to join in and talk about the life cycle of a butterfly. 	<p>How</p> <ul style="list-style-type: none"> Aprons, hand washing, coat motivation chart. Outdoor fine motor area – decorating a butterfly using tweezers. Climbing and playing with outdoor equipment encouraging resilience. 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. Match their developing physical skills to tasks and activities in the setting. For example, jumping like frogs, crawling like a baby, wriggling like a caterpillar. Writing names and observational drawings. Outside sand pit- using resources appropriately. Planting beans and gardening. 	<p>How</p> <ul style="list-style-type: none"> 10 Favourite - stories Story baskets with props. Observational Drawings (Painting or drawing)- giving meanings to marks / encourage the children to write their names on their work using their name card or independently. Also encourage correct formation using miskin. End of session Carpet time (Quiet on the carpet, counting and clapping syllables in all names, and emphasising their initial sounds in their name). Self-registration and names on pegs Singing time (Know and saying the songs) Rhythm time/ Magic Bag. Books in areas and on story carpet (Looking at books and turning pages independently with an adult or a friend). Groups reading literacy activities. Topic books - New life.
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"> Say some number for each item in order 1,2,3,4,5. Solve real world mathematical problems with numbers up to five. Make comparisons between objects relating to size, length, weight and capacity. Extend and create ABAB patterns- leaf stick, leaf, stick. 	<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. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Develop their own ideas and then decide which materials to use to express them. Explore colour and colour mixing. Begin to develop complex stories using small world equipment like animal sets, dolls, and doll houses. 	<p>Topic Caterpillar, chrysalis, egg, butterfly, frog spawn, froglet, frog, growing, plant, seed, shoot, root, stem, baby, child, adult, human</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 Question What happens when you plant a seed?</p>
<p>How</p> <ul style="list-style-type: none"> Singing simple number rhymes 1-5 and then to ten. End of session carpet time. 5 baby turtles/5 little fish in water area. Measuring each other outside on large paper. Modelling – use of maths area resources. Recognising numicon plates 1-5. Tidy up time – shape matching, counting as we etc Modelling maths language at all times. Number games on climbing equipment. Hungry caterpillar display, learning the days of the week and counting the fruits. 	<p>How</p> <ul style="list-style-type: none"> Winter/ Spring topic – Winter/Spring display. Climate- Cold, icy, melting (Ice in the water tray, Frost outside etc). Bird watching/Feeding birds – weekly. Baby photographs- photographs comparing and talking about how they have changed, noticing difference and similarities between each other. Observation walks around the school grounds in small groups. Five little speckled frogs in the water. Understand the keys features of the life cycle of plants, 	<p>How</p> <ul style="list-style-type: none"> Observation drawings and paintings using the butterflies and the garden outside. Singing time/ rhythm time. Magic Bag. Modelling singing tent and new instruments. Outside music and dancing. Encourage the children to use the powder paints and creative area independently. Small world – The Very Hungry Caterpillar. Making models of butterflies, mini-beasts and flowers in the creative area. 	<p>What is the difference between a baby and a grown up?</p> <p>Additional Questions What do plants needs to grow? What does a caterpillar turn into? What is the difference between a baby and a grown up?</p>

- Observing new plant grow, planting beans and talking about the size and length of them.
- Making patterns with natural objects.
- Water and sand play- comparing weight and capacity.
- Individual/ group maths planning.

frogs and butterflies.

- Plants seeds and care for growing plants.

