

**Nursery Planning Term 3a – Adventures**

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy
<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Remember the rules without needing an adult to remind them.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Be increasingly independent at meeting their own care needs, e.g using the toilet, washing and drying their hands thoroughly .</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>• Knows many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use longer sentences of four to six words.</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items such as moving a long plank safely, carrying large hollow blocks</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so they can count or clap the syllables in a word.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Write some or all of their name.</li> <li>• Use 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.</li> </ul>
<p><b>How</b></p> <ul style="list-style-type: none"> <li>• Focus on using provision, tidying toys, sharing with peers.</li> <li>• Following the nursery routine, visual timetable and complying with the nursery rules.</li> <li>• Singing time, Magic Bag, Rhythm time.</li> <li>• Rules, prayers, friend name games and teacher name games.</li> <li>• Snack and chat questions.</li> <li>• Toilet timer – Toileting.</li> <li>• Use the areas appropriately and select their own resources.</li> <li>• Role play in areas with peers (under the sea, pirates, space).</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>• 10 Favourite - stories</li> <li>• Singing time/ Rhythm – repeating and learning new word and rhymes.</li> <li>• Ready Steady go games both inside and outside.</li> <li>• EAL/AL/SLT Intervention groups.</li> <li>• End of session story time – key vocab and instructions.</li> <li>• Key vocab/ Academic vocab modelling.</li> <li>• Key questions- Who, what, how and when.</li> <li>• Play modelling – within all areas.</li> <li>• Encouraging use of language at all times – snack time, snack and chat, welcoming.</li> <li>• Story baskets – Red rockets and rainbow jelly, Bear hunt, 5 little men in a flying saucer, whatever next.</li> <li>• Small world area- Pirates and pirate stories, encourage children to join in and use key vocabulary.</li> <li>• Whatever next story basket in the kitchen.</li> <li>• Under the sea theme outside in the house.</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>• Aprons, hand washing, coat motivation chart.</li> <li>• Outdoor fine motor area – treasure sorting activity.</li> <li>• Climbing and playing with outdoor equipment encouraging resilience.</li> <li>• Bike track – going around the correct way, avoiding obstacles.</li> <li>• Snack time – encouraging independence with cups and trying new foods.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example outdoor planet hopping, building pirate/rocket ships.</li> <li>• Writing names and drawings treasure maps.</li> <li>• Outside sand pit- using resources appropriately.</li> <li>• Making flags.</li> <li>• Alien painting.</li> <li>• Digging for treasure in the sand.</li> <li>• Using large rolls of paper, draw around children’s bodies and decorate them, turning themselves into pirates.</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>• 10 Favourite – stories.</li> <li>• Story baskets with props.</li> <li>• Treasure maps/ making flags (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.</li> <li>• End of session Carpet time (Quiet on the carpet, counting and clapping syllables in all names, and emphasising their initial sounds in their name).</li> <li>• Self-registration and names on pegs.</li> <li>• Singing time (Know and saying the songs).</li> <li>• Rhythm time/ Magic Bag.</li> <li>• Books in area and on story carpet (Looking at books and turning pages independently with an adult or a friend).</li> <li>• Groups reading literacy activities.</li> <li>• Topic books- Adventures.</li> <li>• Kitchen – list of things they would take on an adventure.</li> </ul>
Mathematics	Understanding the world	Expressive Arts and Design	Key Vocabulary/ Questions
<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>• Say some number for each item in order 1,2,3,4,5.</li> <li>• Solve real world mathematical problems with numbers up to five.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately.</li> <li>• Discuss routes and locations, using words like ‘in front of’, and ‘behind’.</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and families history.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Know that there are different countries in the world, and talk about the differences they have seen in photos.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Explore colour and colour mixing.</li> <li>• Make imaginative an complex small worlds with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>	<p><b>Topic</b> Planets, stars, rockets, space station, astronaut, earth, sun, moon, ocean, wave rock pool, octopus, shark, turtle, whale, fish, crab, diver, pirate ship, treasure</p> <p><b>Maths</b> Copy, match, the same, pattern, too many, too few, enough, not enough, arrange, nest, before, after</p> <p><b>Key Questions</b> What would you find in space? Where would you like to go on an adventure?</p>
<p><b>How</b></p> <ul style="list-style-type: none"> <li>• Singing simple number rhymes 1-5 and then to ten.</li> <li>• End of session carpet time.</li> <li>• 5 little fish in water area.</li> <li>• Modelling – use of maths area resources.</li> <li>• Introduction to numicon plates</li> <li>• Recognising numicon plates 1-5.</li> <li>• Tidy up time – shape matching, counting as we etc</li> <li>• Modelling maths language at all times.</li> <li>• Number games on climbing equipment.</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>• Spring topic – Spring display.</li> <li>• Climate - Cold, hot, icy, foggy, snowy.</li> <li>• Bird watching/Feeding birds – weekly.</li> <li>• Bear hunt around the school, woods and gardens.</li> <li>• Five little fish in the water.</li> <li>• Care for growing plants.</li> <li>• Pirate ship building – use photo prompts of various countries around the world.</li> <li>• Joining in the Bear Hunt story.</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>• Making treasure maps.</li> <li>• Den making. Making pirate / rocket ships, planets.</li> <li>• Singing time/ rhythm time/ Magic Bag.</li> <li>• Modelling singing tent and new instruments.</li> <li>• Outside music and dancing.</li> <li>• Encourage the children to use the powder paints, sticking and creative area independently.</li> <li>• Small world – Pirates, whatever next and under the sea.</li> <li>• Drawing/Painting/Making models of rockets/ pirate</li> </ul>	<p><b>Additional Questions</b> Why would you like to go to ...? How would you get there?</p>

- Building pirate/ rocket ships in construction and outside, modelling positional language
- Making treasure maps and discussing routes
- Read Bear hunt – model route and positional language.
- Fine motor - Treasure sorting

- Under the sea role play outside.

- ships, planets.
- Alien painting.
- Making flags.