

# Nursery

## Summer Term 1 - Nursery

### Minibeasts

1	PSED	PD	CL	Literacy	Maths	UW	EAD
<p>Focus and skills</p> <p>Black: Intent ion</p>	<p><b>Which emotions do I express?</b></p> <p>Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. (16-26)</p> <p>Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. (22-36)</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from</p>	<p><b>What can I use my fine motor skills to collect?</b></p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. (22-36)</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. (30-50)</p>	<p><b>Can I look after books correctly?</b></p> <p>Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories.(22-36)</p> <p>Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. (30-50)</p>	<p><b>Can I use positional language? Can I record number using marks?</b></p> <p>Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. (22-36)</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures. Shows an interest in representing numbers. (30-50)</p>	<p><b>Can I use positional language? Can I record number using marks?</b></p> <p>Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. (22-36)</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures. Shows an interest in representing numbers. (30-50)</p>	<p><b>Can I describe a lifecycle using technology?</b></p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (22-36)</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements</p>	<p><b>Can I move rhythmically?</b></p> <p>Enjoys joining in with dancing and ring games. Beginning to move rhythmically. Imitates movement in response to music. (30-50)</p>

Purple: Implementation	<p>others. (30-50)</p> <p>Circle time discussions, taking turns to talk, confidence to discuss emotions, what makes you happy, sad, anxious? Creating role play masks and a reflection area where children can feel they will be listened to.</p>	<p>Using tweezers, litter pickers and spades to complete minibeast hunts, using one handed writing tools and first finger and thumb grip to mark down what the children find.</p> <p>Fine motor gym and sorting activities, by colour, type and size,</p>	<p>Exploring non-fiction books displayed in environment. Children to hold books correctly, turning one page at a time, understanding that we can gain information from the print. Establishing that we read left to right. Can you find? Challenges, children given a topic and children to find in the books provided, early research skills.</p> <p>Nursery rhyme box</p> <p>Fred games- Find the animal - say in Fred talk</p> <p>Fred Says - fred talk body part, children find</p> <p>Repeated refrains</p> <p>Continue with super sentences, asking children to extend on their ideas</p> <p>Fantastics - continue to use alongside story focus to explore the story further</p> <p>Build a sentence in role play - adult to begin sentence, children to add to this</p>	<p>To create a Tally charts - to record what you find?</p> <p>Counting marks to find out how many.</p> <p>Writing numeral.</p> <p>Continue with 'how to write' number rhymes, counting children in class daily, model use of interactive number line. Using number square to show what numbers look like to aid number recognition. Snack time - can you take? Bagels - Can you the coins to pay for a bagel?</p>	<p>or new images. Knows that information can be retrieved from computers. (30-50)</p> <p>Using magnifier glasses, ipad cameras, paint programme to explore, note and record lifecycles. Lifecycle puzzles and ordering significant events. Extending vocabulary.</p>	<p>Imaginative movement sessions. Can you move like a spider? Dance like a cricket? Clapping, beating drum to syllables. Can the children play along repeating a pattern rhythmically? Action songs - following actions in time to music.</p>
Texts	<p><u>Pre RWI linked texts - Repetition</u></p> <p>The Bad Tempered Ladybird by Eric Carle</p> <p>The Hungry Caterpillar by Eric Carle</p> <p>Superworm by Julia Donaldson</p> <p>Spinderella by Julia Donaldson</p> <p>Variety of non-fiction books exploring Minibeasts</p>					
Trips						