

Nursery

Summer Term 2 - Nursery

Pirates and Maps

2	PSED	PD	CL	Literacy	Maths	UW	EAD
Focus and skills	Can you tell me your favourite things?	Can I dress myself?	Can I communicate with mark making or message writing?		What else can I count other than objects?	What do I know about my local area?	Who can I pretend to be?
Black: Intent ion	Expresses own preferences and interest. (22-36) Can select and use activities and resources with help. Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50)	Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support. (22-36) Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. (30-50)	Distinguishes between the different marks they make. (22-36) Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. (30-50)		Recites some number names in sequence.(22-36) Realises not only objects, but anything can be counted, including steps, claps or jumps. (30-50)	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50)	Beginning to make-believe by pretending. (22-36) Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. (30-50)
Purple: Implementation	All about me preparation ready for transition to Reception. Reception visits, meet the teacher. School role play. Photo books, children will look at past years photos in book and recall events, learning	Sports day - undressing, dressing for practices, spatial awareness when competing against peers. Pirate dressing up - experimenting with different clasps and fastenings. School uniform	Can you use a range of media, pencils, chalks, cutting and sticking photos to send a message? Message in bottles, decorating bottles and writing notes on favourite things. Message centre introduced - permanent area where mark making can be purposeful. Nursery rhyme box Fred games- Find the animal - say in Fred talk Fred Says - fred talk body part, children find		Counting steps from one place to another. Marking steps on a map. Exploring 3d solids - properties. Continue with 'how to write' number rhymes, counting children in	Walking around school grounds following directions, 3 steps forward, 2 steps left etc to find treasure. Exploring school research of local area Rugeley in past	Pirate ship role play, children to create own props and resources. Pirates action songs to participate in and follow. What would a pirate need on a

	that has taken place. Making favourite things treasure chests to aid transition, with physical objects to represent.	practice, what does it look like, why do we need to wear it, can I dress in uniform myself? - transition	Repeated refrains Continue with super sentences, asking children to extend on their ideas Fantastics - continue to use alongside story focus to explore the story further Build a sentence in role play - adult to begin sentence, children to add to this	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?	and present. Draw on comparisons and differences. Looking at globe, where would you travel as a pirate?	trip?
Texts	<u>Pre RWI linked texts - Repetition</u> Pirates love Underpants by Clair Freedman The Pirates next door by Jonny Duddle Jake's first day e book					
Trips						