








Nursery Spring 1 Jungle

Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths	Expressive Arts and Design	Understanding the World
<p>Shared Reading Text: Harry and the Dinosaurs. Develop friendships with other children by working together in play. Use the story, plus others as a prop of caring for each other and what that means. * Shared Reading Text: Monkey Puzzle.</p> <p>Safely explore emotions beyond their normal range through play and stories. Using the stories of the different characters to represent the different feelings they felt. Encourage to use sentence stems such as: "I'm sad because..." or "I love it when ...".</p> <p>* Select and use activities and resources, with help when needed. Children will choose the correct resources to build a</p>	<p>*Enjoy listening to longer stories and can remember much of what happens. Children to use illustration and language to listen and be able to answer questions about the story. *Chn are beginning to understand the plot and structure of the story through TfW. *Through stories and learning through play a focus with supporting children to be more active in their learning and attention. *Through shared high quality, thoroughly planned reading and small group teaching ensure children develop a wider use of language, including precise and topic related. Extend new language into their</p>	<p>* Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Develop precise skills such as hammering or putting the water system together. *Develop fine motor skills using playdough *Encourage chn to think about how they move and so they choose the right skills, e.g. walking or crawling over a beam, knowing the skills of balancing and responding to instruction during games,</p>	<p>Walking Through the Jungle/Monkey Puzzle/Harry and the dinosaurs/Baby goes to the market. *Immersion *Imitation *Independent through big write application through free flow- Design and build their own house using junk modelling media. *Invention through mystery story box-rally making up their own story.</p> <p>*Chn are taking more part in discussion about the story and are beginning to recognise the beginning, middle and the end of a story structure. *Chn are understanding that the print is telling a story and therefore have meaning.</p>	<p>* Numbers to 5- Subitising 1:1 counting Compositions of numbers to 5 Number frames Chn to match number to amount, e.g., 2 apples, 3 buttons on my coat.</p> <p>*Exploring the difference between more than/fewer than. Use natural resources to help with this- develop language through play. Use the outdoor-mud kitchen, use resources and language to support chn. Use milk and fruit time and any opportunity to develop the understanding. *Provide games and equipment that offer opportunities for</p>	<p>*Big focus on pretend play, using materials such as pasta/pinecones and stir to make food to share. Encourage this in the home corner and the mud kitchen. *Begin to develop complex stories using small world, e.g. people who help us- what would they really do. Play with animals and people and create their own story. *Create their own small worlds with construction plus using larger resources in the outdoors, using what they know to create their own stories or build on ones they know. Encourage all children to join in with pretend play. *Choose and explore different materials to make a home for the Jungle Animals, using natural resources from the outdoors. Encourage them to discuss and choose how they could add things</p>	<p>Shared Reading Baby Goes to the market.</p> <p>*Support children to notice difference between people continuing to make the connections.</p> <p>*Make connections between the features of their family and other families. Features of their own environment and of another environment. Be open to children talking about differences and what they notice. For example, when children ask questions like: "Why do you wear a scarf around your head?" or "How come your hair feels different to mine?" Point out the</p>

<p>home for the owls. They will choose resources to extend their learning through play by building a water system or developing understanding through play in the mud kitchen.</p> <p>This will help them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>*Play with one or more other children, extending and elaborating play ideas.</p>  <p>Democracy: All children have the right to voice their opinions.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Develop friendships and begin to play and 	<p>play by supporting role play.</p> <p>*Model and encourage children asking questions by providing a rich environment and provocations- investigations that really make sure children engage into active learning.</p> <p>*Build up asking questions in two parts so that children are more attentive with listening and responding.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Listen to longer stories and remember what was in it. • Look at illustration and answer simple questions about the story. • Use topic language to deepen understanding and show what knowledge they have retained. • Enjoy provocations, ask questions, and find 	<p>e.g stop, run, hop etc.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Do more complex exercise and enjoy getting physically fit. • Do skills such as balancing and developing fine motor skills. • Think more about how they move and the way they move. • During PE, respond to instruction 	<p>*Chn can name different parts of the book, e.g. who the author and illustrator are page numbers etc.</p> <p>*Chn are taught to handle the book with care, knowing how to turn the pages carefully and ensure the book is the right way up.</p> <p>*Focus on new vocabulary and extending knowledge. Children begin to become confident and sharing their views and responding to others. This will need a focus-teacher's model using I know, you know.</p> <p>*Have some picture books on display and get children to discuss what they can see in the pictures and what they think is happening. Please model this to children.</p> <p><u>Phonics</u></p> <ul style="list-style-type: none"> • Children will begin to have some phonetical awareness. Play games to clap out syllables in a word. (Robbie robot) • Using the 	<p>counting, such as skittles, number bingo, number hunt.</p> <p>*Explore 2D shapes: Triangles, circles, squares, pentagon</p> <ul style="list-style-type: none"> * Height & Length <ul style="list-style-type: none"> • Tall and short • Long and short • Tall/long and short <p>*Explore – Mass</p> <p>*Capacity – through water play /sand play</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Say numbers to 5, up and down. • Count up to 5. • Match number to amount up to 5 and beyond. • Use resources inside/out to understand more than fewer than. • Explore heavy and light. • Compare height. • Explore capacity. • Recognise and explore properties of 2D shapes. 	<p>together and what they would use. *Encourage children to plan their own idea, discuss why they chose the resources they have. Support children to evaluate what they have created and is it fit for purpose.</p> <p>*Jungle Art-Henri Rousseau Imitate – Using paint. Innovate – Using Collage media. Invent: Children create their own Jungle scene using knowledge from the topic, using media of their choice.</p> <p>*Play tuned and untuned instruments musically Introduce instruments Repeat short rhythmic and melodic patterns (names and how to play) Play a range untuned instruments as they were intended to be used. Developing hand eye coordination.</p> <p>*Develop fine motor skills by making own instruments (Shakers, rain sticks, drums).</p> <p>*Children to be more aware of pitch when singing songs. Learn a song that demonstrate that understanding-</p>	<p>similarities between different families, as well as discussing differences.</p> <p>*During small groups, encourage children to talk about their families and what they know. Use photographs from home and talk about what are memories (Parent workshop linked to baby Goes to the market).</p> <p>Link to seasonal change – Winter dressing themselves and keeping warm.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Begin to notice the differences between people. • Talk about their own families and talk about memories. • Begin to make sense of their own life-story and family's history.
---	---	---	---	---	---	---

<p>talk about how they feel.</p> <ul style="list-style-type: none"> • Discuss emotions of characters in stories and relate feelings to themselves. • Select and use appropriate resources for the learning outcomes. 	<p>out new knowledge.</p>		<p>environment and shared reading highlight to chn the words that start with the same letter. Highlight this through the phonic sessions.</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • Make their own picture book. (story retell). • Start to learn to write their name. • Write words on their pictures getting print to have meaning. • Encourage chn to use any letters they know. • Ensure there is free writing linked to the role play so that chn can write pretend shopping lists or prescriptions from a doctor. • Use the outdoors to build up writing skills. Using chalk, water paint etc. 		<p>modelled correctly from staff.</p>  <p>Children are able to:</p> <ul style="list-style-type: none"> • Take part in pretend play. • Develop their own play using small world and construction. • Choose and explore different materials to construct. • Plan their own idea, discuss why they chose the resources they have. • Know about artists and their work. • Create their own masterpieces using different techniques. • Play different musical instruments. • Sing different songs they are learning and begin to use high and low notes when singing. 	<ul style="list-style-type: none"> • Small world to create the knowledge they are learning. • Talk about forces, e.g. how fast something is. • Continue developing positive attitudes about the differences between people.
--	---------------------------	--	---	--	---	--



Pupil Voice

Provide opportunities for children to talk what makes them feel scared. Children draw a picture and talk about their emotions.

Educational Visits & Experiences

ACE Dance relating to topic.

Workshop

Story Sack session