






Nursery Summer 1 Caring for Our Natural World


Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths	Expressive Arts and Design	Understanding the World
<p>*Chn are becoming more confident in their play and are happy to access a wide range of activities both indoors and out. They are wanting to show more interest in the topic being taught by selecting and using appropriate resources for an activity.</p> <p>*They enjoy reading the Hungry Caterpillar story and are wanting to learn about the life cycle and share that information with others. E.g., The chn will take part in making a butterfly garden/creating their own butterflies-achieving a goal which has been set for them.</p> <p>*Chn are becoming more confident at</p>	<p>*Continue to develop the love of listening to stories and storytelling. Chn will be confident to retell using the Talk for Writing process. Ensure the storytelling is building up the new vocabulary for chn and chn are becoming more confident at using it.</p> <p>*Continue to support chn with tense-model the correct way of say words, phrases, and sentences(ran-runned)</p> <p>*Chn to continue to explore more scientific language based on what they are learning. (Life cycle of the butterfly-pupa, chrysalis, wings, egg, caterpillar)</p>	<p>*Continue to show control in their movement when playing, dancing, running etc.</p> <p>*Continue learning to negotiate space.</p> <p>*Continue to carry larger resources with more control.</p> <p>*Continue to choose the right resources, e.g., use a trowel to dig and small hole but know to choose a big spade for a bigger hole.</p> <p>* Collaborate with other chn to negotiate heavy items across space.</p> <p>*Discuss with chn in small groups about healthy living. How to look after your teeth. Eating the right things so chn do not want to get obese. Work with those parents where</p>	<p>Main Shared Reading book The Hungry Caterpillar</p> <p>Begin to introduce the idea of caterpillars changing into butterflies.</p> <p>*Chn will be confident with phase 1 of letter& sounds and now will be beginning to recognise some initial sounds learnt in phase 2.</p> <p>*Chn will continue to recognise the importance of print. How to handle a book, words and reading from left to write. Chn will also recognise the front cover and use pictures to deepen their understanding of a story.</p> <p>*Chn will enjoy the journey of loving</p>	<p>*Use counting back songs, e.g. 5 little monkeys jumping on the bed.</p> <p>Use a 5 frame and place counters on it, taking one off as the monkey fall off the bed.</p> <p>Ask chn to do quick recall of numbers. Hold up and say number 3 ask chn to show 3 fingers or clap 3 times.</p> <p>*Chn will be gaining more confidence with numbers up to 5 and beyond, touch counting confidently. They can recognise numerals and count objects to match each numeral. E.g., using the Hungry Caterpillar story for chn to count – 3 plums, 5 strawberries. Chn are beginning to</p>	<p>*Chn are beginning to draw with more complexity and detail. children will draw the hungry caterpillar drawing clear circles for their face and eyes. chn are more confident to talk about what they are drawing, showing understanding about the marks they are making.</p> <p>*Symmetrical patterns-making a butterfly.</p> <p>*Artist: Vincent Van Gogh. Encourage chn to draw from imagination and observation, for example drawing a flower-sustain concentration.</p> <p>*Continue to encourage chn to show emotion in their drawing, is there</p>	<p>*Chn will be knowledgeable about lifecycle of a butterfly through the story of Shared Reading Crunching Munching Caterpillar, non-fiction books, real life caterpillars and focussed teaching. Chn will be using subject specific vocabulary and using Talk for Writing to be able to express their knowledge. Shared reading will enhance and deepen that knowledge. Chn will use the subject specific language in their play, discussions and as they care for living things.</p> <p>*Plant seeds and care for growing plants.</p> <p>Link to Shared Reading Text Jasper's</p>

<p>developing their sense of responsibility and membership of their community by carrying out task, e.g., getting food for the butterflies, sharing the fruit and milk out, outing rubbish in the bin and tidying up well.</p> <p>*Children are becoming confident and excited about their learning and are keen to talk to adults about it, those familiar and those visiting the classroom, e.g., Gardeners.</p> <p>*Chn are more confident in new social situations when walking in their local environment, e.g., Aston Park and when visiting place of worship or when on school trips.</p> <p>*Chn are more confident at following rules without being prompted by adult, they can share and consider other chn around them.</p> <p>*Chn are showing ways of how to deal</p>	<p>*Develop chn's understanding of asking and responding to questions. Focus on why questions, 'Why do you think the caterpillar got so fat?'</p> <p>*Continue to develop the love of singing nursery songs-link to the life cycle.</p> <p>Continue to develop new vocabulary through singing.</p> <p>*Develop the use of new longer multisyllabic words and show chn how to use the breaking of syllables to help them say these new words-hip-po-pot-o-mus.</p> <p>Use clapping of the syllables to help them hear and sound the syllables out.</p> <p>*Continue to use sentence stems to help chn respond in longer phrases and sentences. "Go toilet" model "I want to go to the toilet." Get chn to say it correctly.</p> <p>*Chn are beginning to express their viewpoint and begin</p>	<p>this might already be the cases.</p> <p>*Continue to develop the use of one-handed tools. E.g., scissors-model and support this so that chn know how to handle scissors correctly.</p> <p>*Focus on gripping a pen, paintbrush correctly so that can use the utensils with control-use grip pencils to support chn on this journey.</p> <p> Children are ~more independent in their play and show good control in movement when playing, dancing, running etc.</p> <p>~more independent in manoeuvring within small and large space.</p> <p>~able to negotiate resources in different environments.</p> <p>~beginning to show more knowledge of keeping healthy and making healthier choices. (Cleaning</p>	<p>stories, they will be able to talk about the characters and guess what may happen next with some prompting. Using the Talk for Writing approach they will be more confident at retelling and getting to know the different structure of stories.</p> <p>*Most chn are now able to sustain following more complex stories and through these developing a wider range of vocabulary, e.g., caterpillar, butterfly, enormous, cocoon, nibbled days of the week etc.</p> <p>*Chn will now be becoming more confident at writing letters and developing that understanding of marks have meaning. They will be recognising their own names and printing their names with growing confidence.</p> <p>*Chn will be able to use the knowledge from the Hungry</p>	<p>understand number bonds to 5, using objects.</p> <p>*Chn are getting more confident at solving real-life problems, e.g., if the Hungry Caterpillar eats 1 plum, how many are left? Who has more cubes, Adam or Saida? How many chairs do you think we need, let us count?</p> <p>*Chn are becoming more confident at comparing quantities and using language such as more than, fewer. "I think, The Hungry caterpillar has fewer plums than the Miss Shabir has few pencils... I need more cups for my group..."</p> <p>*Play games with the children to support understanding positional language. E.g., Where is the Hungry Caterpillar, is he under, on, the leaf? The water is running down the drain. We sit on chairs. The cat</p>	<p>character feeling happy-sad and its now represented in their drawings or painting.</p> <p>*Continue to teach chn colour and explore colour when mixing. Ask questions, "How does blue become green?"</p> <p>*Use phase 1 phonics to ensure chn listen attentively. All chn should tune into sound during focussed sessions and through their play. Play sound matching games.</p> <p>*Have a cultural music week where every day chn listen to music from around the world, including classical music. Support chn to listen attentively and with interest.</p> <p>Encourage chn to discuss what they hear if they like it or not. Discuss why they feel the way they do. let chn express music through their art.</p>	<p>Beanstalk. plant seeds and bulbs so children observe growth and decay over time. Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions as they care for living things. Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.</p> <p>*Chn will begin to understand the life cycle of a plant – Link to Shared Reading Text – A Tiny Seed.</p> <p>* Continue to develop their awe and wonder of the natural world – create a bug hotel, go on minibeast hunt, explore & notice differences and similarities. Link to Shared Reading Text – Mad About Minibeasts.</p>
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<p>with conflict. They are showing understanding of the emotions they are feeling. Circle times will help support this and teachers will demonstrate strategies chn can use to help support feelings of being out of control.</p> <p>*Showing more awareness of themselves.</p>  <p>Children can:</p> <ul style="list-style-type: none"> ~ have confidence in their play, accessing activities and selecting appropriate resources. ~ show more confident at showing responsibility and a sense of community. ~ show how confident they are becoming about their learning and are more confident at talking to others about what they know. ~ follow rules without having to be constantly prompted from adults. 	<p>to discuss viewpoints they may hold. "I wonder what will happen when the butterfly comes out of the chrysalis-will it be able to fly?) Really encourage expressing viewpoints, let chn who are more confident to model to others, in small groups give chn sentence stems to know how to express a viewpoint. Children are</p> <ul style="list-style-type: none"> ~ more confident at retelling stories or knowledge they are learning including known facts. ~ more confident with recognising tense and how to and are beginning to think about it when they talk. ~ chn's vocabulary use is extending, they are so interested in the life cycle they are eager to use the new scientific language. ~ becoming more confident at asking and responding to questions. 	<p>teeth, choice of snacks & exercise.)</p> <ul style="list-style-type: none"> ~ more confident with using a one-handed tool, with control. 	<p>Caterpillar and produce their own books-writing down familiar words and sequencing the story. They will begin the process of innovation making the story into their own. Chn will have opportunity to produce a big story map in group time, building that confidence to retell.</p>  <p>Children are.</p> <ul style="list-style-type: none"> ~ more confident with phonics and are beginning to recognise the graphemes in the environments and in books and use them in their writing. ~ more confident with the practicalities of reading. ~ more confident at listening and responding to stories. They recognise the main character and can use simple sentence stems to discuss. ~ more confident at following complex 	<p>jumped on the tree. The leaf fell off the tree.</p> <ul style="list-style-type: none"> * Introduce the word routes to the chn. Use a story to highlight what a route is Shared Reading Rosies's walk. Link to maths route Use spatial words in play, in, on under. E.g. put the cup on the table, etc. Set up an obstacle course for children to think about routes. Encourage them to follow instructions, moving on to them giving instructions to others to follow. * Continue to develop chn's understanding of making comparisons of size length weight and capacity. Use independent learning to develop these concepts. Develop concept of length through making dens. Use the water system to develop a deeper understanding of 	<p>Encourage parents or musicians to share their music with the chn. Chn begin to notice that there are a range of instruments, and they are used to make different music.</p> <ul style="list-style-type: none"> * Chn are now enjoying singing songs can sing nursery songs in full-keep practising this with the chn. Train chn to recognise pitch, high and low, particularly when listening to practitioners sing. Encourage chn to imitate pitch when singing their nursery songs-building up control. if chn sing high or up, encourage them to not shout.  <p>Children can</p> <ul style="list-style-type: none"> ~ use more detail in their drawings. ~ observe and use their imagination to draw or paint with detail. ~ show emotion in their 	 <p>Children can</p> <ul style="list-style-type: none"> ~ show understanding of the key features of the lifecycle of a butterfly & a plant. ~ show respect for living things. ~ explore and talk about, using subject specific vocabulary, different forces they can feel. ~ explore how things work, by using and asking questions. ~ chn can talk about exploring different material, use new language to do with what they are exploring. ~ Begin to understand the need to respect and care for the natural environment and all living things
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<p>~chn are more confident in different social settings. ~deal more confidently with conflict.</p>	<p>~enjoying singing nursery rhythms. ~ are beginning to try out new longer multisyllabic words. ~using longer sentence of four to six words. ~ beginning to say longer multisyllabic words. ~beginning to express viewpoints, listening to other children's viewpoints.</p>		<p>stories and learning new vocabulary. ~are becoming more confident at forming the letters and sounds they are learning correctly, plus letters in their own names. ~more confident at using the story they are learning to support a writing outcome.</p>	<p>capacity, using jugs etc. Use stories such as, 'Three Bears.' and Jaspers Beanstalk to discuss measurement. Use focus teaching to deepen knowledge of the language and understanding, measuring strips of ribbon, capacity-full, empty...</p> <p> Children can ~count to five and back and beyond, including touch counting objects or through song. ~Know the amounts that make 5 3 and 2 etc. ~chn are more confident at solving number problems. ~Chn understanding quantities more, more/less than. ~chn are more confident at using and understanding positional language in their play and through conversation.</p>	<p>drawings/painting defining how their characters are feeling. ~recognise colour and be confident to explore colour. ~through phase 1, children are becoming attentive listeners and are tuned into the different sounds. ~explore cultural music, chn will appreciate exploring the different musicians and enjoy the different sounds they make. chn will enjoy meeting people from different cultures. ~sing, recognise pitch and begin to make up their songs.</p>	
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 <p>Pupil Voice: Circle Time: How to be kind and caring.</p>	<p>Educational Visits Roz to come in and create a herb garden with the children. Butterflies in School</p>	<p>Workshop Instructions on how to plant a seed and take care of a plant.</p>
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