

Nursery Planning Summer 2

Overall Theme: The World



Possible lines of enquiry:

- Spring time
- Our local area
- Our local community
- Ramadan
- Holi
- Easter

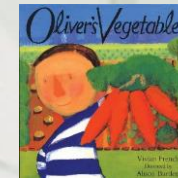
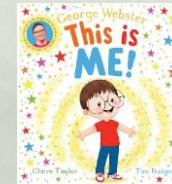
Characteristics of Effective Learning

Playing and exploring – children investigate and experience things, and 'have a go'

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Favourite 5 books



Communication and Language

Listen attentively and respond to what they hear with relevant questions, comments, or actions. Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time. Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'. Follow 1 step instructions. Understand 'why' questions. Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play.

Personal, Social and Emotional Development

I am showing more control over my feelings and behaviours. I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel. I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start school. I find solutions to conflicts I have had. I can talk about what a friend is and name some of my friends.

Physical Development

To make up own movements with their body. To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. To be able to climb safely. Children choosing the right equipment to move safely. Children using pencils and other equipment comfortably for them. Children beginning to make snips in paper either using one hand or two independently. Children turning pages in a book one at a time. Children may form some letters in their name.

Play

At Sharples Primary School we understand that children learn best when they are interested, motivated and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our Nursery setting has an underlying ethos of 'Learning through play'.

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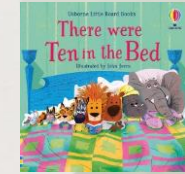
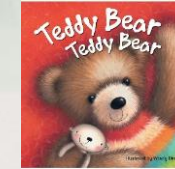
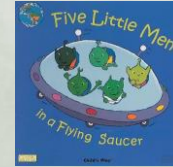
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Literacy

To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt. To recognise my own name independently. To begin to recognise some individual letter sounds with support. Recognise some words with the same initial sound e.g. m for mummy and milk. Orally blend a simple word. Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing – I can write some or all of my name.

Nursery Rhymes



Mathematics

Explore the composition of numbers to 10. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Solve real-world mathematical problems with numbers up to 5. Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'

Understanding the World

Children beginning to understand how to sequence two events. Children sequencing family members e.g. baby, mum, grandma. Children using the correct vocabulary to name different features of their community. Children know there are other countries than England and that they look different to ours. Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why

Expressive Arts and Design

Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick. Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument,

Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.