





Nursery Summer 2 Under the sea

Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths	Expressive Arts and Design	Understanding the World
<p>*Chn continue to be 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. Encourage to think of sequence of events linked to maths. First, then, after, before.</p> <p>* Shared Reading: Sharing a Shell. Chn will gain a</p>	<p>*Chn are confident now to listen to whole stories.</p> <p>Shared Reading Clumsy Crab. Chn will be confident to retell using the Talk for Writing process. Ensure the storytelling is building up the new vocabulary for chn.</p> <p>*Focus on developing new language and supporting chn to understand meaning, such as the sea/ocean and chn are becoming more confident at using it.</p> <p>*Model using non-fiction books, real pictures and video clips of the sea/ocean so that chn can see the</p>	<p>*Chn are more confident when using balancing bikes, scooters, trikes and bikes.</p> <p>*Chn independently enjoy using chalk and paint brushes to draw large drawing in the outside.</p> <p>*chn's own balance is more secure, they can stand on one leg with control.</p> <p>*Chn will be more confident when controlling their movement when playing, dancing, running etc.</p> <p>* Chn will be more confident when learning to negotiate space.</p>	<p>* Shared Reading Clumsy Crab is the focus of Talk for Writing. Begin your walk. Be dramatic as you read the story. Encourage the children to listen to the words and interpret them creatively - for example, looking out for sea creatures. Make the relevant sea creature noises with the children. As you make them, bang the drum and change into that sea creature. Praise children who listen well to encourage others to do the same and praise all their efforts.</p>	<p>*Ensure patterns of events is securely taught throughout the whole half term.</p> <p>* Through shared reading and activities talk about patterns events, first, then, after before. Introduce statements such as, every day this week.... ensure every morning you brush your teeth. Introduce words such earlier, later, too soon, too late and in a minuet.</p> <p>*Use counting back songs, e.g. 5 little monkeys jumping on the bed.</p> <p>*Ask chn to collect and sort objects into 5 for example 5 small objects and 5 large objects and ask then which group has</p>	<p>*Explore the under the sea theme. Chn to make homes for the sea creatures, chn to choose their preferred resources and how to join them. Discussions about the sea creatures will stimulate interest, what they eat, how they move, how they live, etc Provide pictures to stimulate interest.</p> <p>*Introduce weaving to the chn to build a under the sea theme. Decide how you will use the weaving. In the home corner. On the wall to encourage</p>	<p>Shared Reading Commotion in the ocean</p> <p>Discuss the journey.</p> <p>*To explore contrasting environments and differences. Sea/land - their home/ sea creature habitat. Naming sea creatures, habitats-junk modelling, non-fiction books Research sea creatures using I-Pads.</p> <p>*Encourage chn to think of sequence of events linked to</p>

<p>greater understanding of the meaning of friendships and how important it is. Chn will write a special letter to a special friend. they can share their letters with their family group. Chn could draw a picture of their favourite sea creature they could share with the friends.</p> <p>*Chn are becoming more confident and dealing with friendship break up by excepting other friends.</p> <p>*Chn are becoming more confident at sorting out problems that occur during play with some support from adults. They are learning to share and not fall out if things do not go their way. Adults intervene and model to chn how to calm themselves down. Link to</p>	<p>real sea/ocean verses the picture book sea/ocean</p> <p>*Continue to support chn with tense-model the correct way to say words, phrases, and sentences(ran-runned)</p> <p>*Chn to continue to explore more subject specific language based on what they are learning through non-fiction books.</p> <p>*Develop chn's understanding of asking and responding to questions. Focus on who, what, where and why questions, such as, what do sharks like to eat, do you think it's cold in the sea, what noise does a shark make?</p> <p>*Continue to develop the love of singing nursery songs-under the sea. 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</p>	<p>* Chn will be more confident to carry larger resources with more control.</p> <p>* Chn will be more confident 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>* Chn are more confident to 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 this might already be the case.</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>*Over the next 2 weeks chn will confidently retell the story with actions and intonation. Chn will be able to draw a large story map and retell the story as they go. Chn will enjoy the journey of loving stories, they will be able to talk about the characters and guess what may happen next with some prompting. stories.</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>*Use Shared Reading The Big Red Bath</p> <p>To ensure chn are confident at spotting rhymes, count or clap syllables in a word and recognise initial sounds.</p> <p>*Chn to use the Ipads</p> <p>To make a collection of themselves that includes making marks, uploading photos of themselves or taking photos of</p>	<p>more. This to consolidate counting to 5 does not change because of size.</p> <p>*Use a 5 frame and place counters on it, then see if chn can match the number. use 1-1 correspondence to support this.</p> <p>*Chn will be gaining more confidence with numbers up to 5 and beyond, touch counting confidently.</p> <p>*Continue developing the ability to count, using different mathematical resources, e.g. bears.</p> <p>*Focus on what happens when you add one more to a collection of sea creatures. Line up five creatures, count them together and then ask how many there will be if you put one more tiger in the line. Add the tiger and count again.</p> <p>*Sorting and counting-natural resources provide a wonderful starting point for problem-solving, sorting and classifying in the sea. Seeds, pods, conkers, and cones, as well as leaves and twigs, can be easily collected by children from the local area. Chn can use their</p>	<p>the 'under the sea feel' of the classroom? The activity must be purposeful and have an evident outcome in the classroom, and you will need to be able to tell the children why they are weaving. Use your creative area to produce scenery for the sea/ocean; encourage chn to utilise a variety of different transient and creative textures and media.</p> <p>*Chn are continuing to draw with more complexity and detail. Chn can draw their favourite sea creature 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>*Encourage chn to draw from imagination and</p>	<p>maths. First, then, after, before.</p> <p>*Continue to develop the understanding of force and develop chn's subject specific language. Use the water tanks to support chn using language and showing understanding in their play.</p> <p>Shared Reading-Floating and sinking and Who Sank the Boat?</p> <p>Use cars to talk about force when pushing. Introduce magnetic force and use subject specific language with chn of attraction and repel. Shared Reading-Everyone Shouted Pull.</p> <p>*Chn will be more confident when playing with wind-up toys. They will explore and ask questions about how they work.</p>
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<p>shared reading: Sharing a shell.</p> <p>*In small groups develop the understanding of other people’s point of view, especially how other’s might be feeling. Use stories and puppets to help illustrate the importance of understanding how other’s might be feeling.</p> <p>*Chn are more confident in new social situations when walking in their local environment, e.g., Summerfield/Aston Park.</p> <p>*Chn are 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 with conflict. They are showing understanding of the emotions they are feeling. Circle</p>	<p>say these new words- tur-tle, lob-ster. 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>*During roleplay and learning through play chn will be more confident at expressing what they are thinking, they will start conversations with adults and ask questions because they are so excited and engaged in their learning. Chn are beginning to express their viewpoint and begin to discuss viewpoints they may hold. “I wonder what will happen ...Really encourage expressing viewpoints, let chn who are more confident to model to others, in small groups give chn sentence</p>	<p>*Chn can use a knife and fork independently to eat their lunch.</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>*Chn are confident to pull up their zips open their coats, take their jumpers on and off, put their welly boots/shoes on/off.</p> <p>*Workshops with parents have supported chn to understand healthy eating and chn are encouraged to chose the healthy option. Chn have taken advice from practitioners, parents and dentist and are brushing their teeth regularly.The Brush Your Teeth Kids Songs Super Simple Songs will help them to do this. Put the song on the famly app to share with parents so that they</p>	<p>themselves. Plus, making videos to tell their own story-this could link to chn making books about themselves.</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 stories, they will be able to talk about the characters and guess what may happen next with some prompting. Using the</p> <p>*Most chn are now able to sustain following more complex stories and through these developing a wider range of vocabulary, e.g., naming jungle animals, how they walk, etc.</p> <p>*Chn will now be becoming more confident at writing</p>	<p>collection of twigs and sticks to build a beetle house, etc.</p> <p>* Provide other collections of appealing and stimulating objects for children to talk about, count, rearrange and put in order. Make number labels to hang in the jungle area and include a 1–10 number track to walk along. Gather some smooth pebbles (the ones from garden centres are particularly good). Encourage the children to handle the pebbles and talk about their colour, size and texture; pour water over some of them and discuss the difference between the wet pebbles and the dry. Use the pebbles to outline a pathway through the jungle for the children to follow. Paint some stones and turn them into ugly bugs.</p> <p>* Use builders' trays to make small world jungles; or make landscapes by filling tyres with compost and planting with grass and adding small world jungle animals. Provide additional resources such</p>	<p>observation, for example drawing sea/ocean-sustain concentration.</p> <p>*Continue to teach chn colour and explore colour when mixing.</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>*Chn to enjoy the music and dance from the ocean: Under the Sea song for kids Sea Animals Song for children Learn about the Ocean for kids.</p> <p>Chn to present it to their parents.</p> <p>*After learning this song-choose another sea creature and with the chn change the actions and words.</p>	<p>*Chn will continue to explore different material. How different material sink or float. Explore shadows and how they are made. Experiment using torches through materials-developed into making a shadow puppet show.</p> <p>*Deepen understanding of having positive attitudes about the differences between people.</p> <p>*Chn will be using subject specific vocabulary and using TfW to be able to express their knowledge.</p> <p>*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>
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<p>time will help support this and teachers will demonstrate strategies chn can use to help support feelings of being out of control (Zones of Regulation)</p>  <p>Children can:</p> <ul style="list-style-type: none"> ~ show confidence in their play, accessing activities and selecting appropriate resources. ~ talk with others to solve conflicts. ~ find solutions to conflicts and rivalries. ~ understand gradually how others might be feeling. ~ 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 	<p>stems to know how to express a viewpoint. *Chn are now more confident at elaborating on how they are feeling, I don't want to do this because..., I want *** to play with me but he won't....</p> <p>Link with- Shared Reading Texts.</p>  <p>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. ~using vocabulary and extending, it because they are so interested in the jungle, introduce rainforest, they are eager to use the new subject specific language. ~becoming more confident at asking and responding to questions. 	<p>can play it at home whilst chn brush their teeth. *Chn are very confident at washing hands regularly and understand the importance of keeping clean.</p>  <p>Children are</p> <ul style="list-style-type: none"> *developing their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *confident to go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. *confident to use large-muscle movements to wave flags and streamers, paint and make marks. ~more independent in their play and show good control in movement when playing, dancing, running etc. ~more independent in manoeuvring 	<p>letters and developing that understanding that marks have meaning. *They will be recognising their own names and printing their names with growing confidence. *Chn will be able to use the knowledge from Walling Through the Jungle and produce their own books-writing down familiar words and sequencing the story. 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. ~have more phonological awareness by spotting rhymes, count or clap syllables in a word 	<p>as a small plants and bark to add to the trays or tyres. Introduce positional terms like 'next to' and 'above' as well as suggesting they make an audit of how many different animals 'live' in their jungle. Set clipboards and post-it notes alongside to support mark making an observational drawing. *Arrange some play equipment in your outdoor jungle area into a challenging trail for the children to follow. Encourage them to use words such as 'over', 'under', 'up', 'down' and 'through' as they follow the trail-discuss what the chn have previously learnt about routes. Include a play tunnel for the children to crawl through and hide some soft toy bears or monkeys there for the children to find and count. *Support the children to explore ways of negotiating their way round the different obstacles and encourage them to suggest ways in which the trail could be</p>	<ul style="list-style-type: none"> *Support chn to listen attentively and with interest. *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. *Encourage parents or musicians to share their music with the chn. *Chn notice that there are a range of instruments, and they are used to make different music. Use the instruments to illustrate how the animals move under the sea. *Chn are now enjoying singing songs and 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 	<ul style="list-style-type: none"> *Continue to develop the understanding of force and develop chn's subject specific language. Use the water tanks to support chn using language and showing understanding in their play. <p>Shared Reading-Big Red Bath. *Chn continue to explore floating and sinking.</p> <ul style="list-style-type: none"> *Gain more independence in self-care and hygiene routines: brushing teeth and washing themselves. <p>Use cars to talk about force when pushing – Shared Reading Commotion in the Ocean. Introduce magnetic force and use subject specific language with chn of attraction and repel.</p>
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<p>be constantly prompted from adults. ~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. *Able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. *Start a conversation with an adult or a friend and continue it for many turns. *Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>within small and large space. ~able to negotiate resources in different environments. ~beginning to show more knowledge of keeping healthy and making healthier choices. (Cleaning teeth, choice of snacks & exercise.) ~more confident with using a one-handed tool, with control. ~increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. ~ increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. ~making healthy choices about food, drink, activity and toothbrushing.</p>	<p>and recognise initial sounds. ~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 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. ~able to write their names independently. ~use writing in their play such as writing letters or writing a shopping list.</p>	<p>adapted. Summarise their ideas using positional words and help them to exchange commentary of how they followed the trail. You could use a plank across some crates to act as a bridge across the swamp. Don't forget that swamps contain crocodiles! *Revisit the learning of routes to the chn. Use the shared reading Baby Goes to Market to discuss the route mom took to the market and link that to the chn would take to Tesco. *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 the outdoors to continue developing the understanding of length-link to weaving and lengths of strips they would need. Let chn measure in the outdoors</p>	<p>singing their nursery songs-building up control. If chn sing high or loud, encourage them to not shout. Link to maths and encourage chn to make patterns in music with clapping, stomping, e.g., Clap, clap, stomp, stomp etc.</p>  <p>Children can</p> <p>~use more detail in their drawings. ~ explore different materials freely, to develop their ideas about how to use them and what to make. ~develop their own ideas and then decide which materials to use to express them. ~join different materials and explore different textures. ~ play instruments with increasing control to express their feelings and ideas.</p>	<p>*Chn will be more confident when playing with wind-up toys. They will explore and ask questions about how they work. *Chn will continue to explore different materials. How different material sink or float.</p> <p>Shared Reading: Incredible you -</p> <p>*Chn will be encouraged to ask questions about people's appearances, what they wear, skin colour and hair types. Being different-acceptance/Unique</p> <p>Explore what makes them unique and special-what are they good at?</p> <p>Explore similarities and differences between people.</p>
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				<p>using a range of strategies. Using chalk chn could draw a range of short and long snakes in the environment.</p> <p>*Introduce the word accuracy and let the chn measure things correctly. Use sentence stem “Is it exactly the right length?</p> <p>*Use water to build understanding of volume, using jugs etc-discuss empty, half full and full. Use sponges to show what happens when you fill it with water and when you squeeze it. When chn are pouring water out.</p> <p>*Build homes for the animals, what size resources would we need large for elephants and giraffes, medium for monkeys and small for ants and spiders.</p> <p>*Encourage the chn to use construction of different shapes and sizes to build homes for all the animals in the jungle. Use shapes that combine to make other shapes-this will need to be modelled and appropriate language discussed, e.g, where does</p>	<p>~observe and use their imagination to draw or paint with detail.</p> <p>~show emotion in their drawings/painting defining how their characters are feeling.</p> <p>~recognise colour and be confident to explore colour.</p> <p>~through phase 1, children are becoming attentive listeners and are tuned into the different sounds.</p> <p>~ create their own songs or improvise a song around one they know.</p> <p>~sing, recognise pitch and begin to make up their songs.</p>	 <p>Children can</p> <p>~ Exploring contrasting environments and differences.</p> <p>~explore and talk about, using subject specific vocabulary, different forces they can feel.</p> <p>~explore how things work, by using and asking questions.</p> <p>~chn can talk about exploring different material, use new language to do with what they are exploring.</p> <p>~show understanding of having positive attitudes about the differences between people.</p> <p>~discuss about that there are different countries in the world and talk about the differences they</p>
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this triangular, cuboid, cylinder go?



Children are:

~able to count to five and back and beyond, including touch counting objects or through song.
~able to say the amounts that make 5, for example 3 and 2 etc.
~able to solve number problems.
~showing understanding of quantities more/less
~ more confident at using and understanding positional language in their play and through conversation.
~ more confident to show understanding of what a route is, they can take part in making one and directing others.
~ making comparisons between objects relating to size, length, weight and capacity.
~ able to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

have experienced or seen in photos.
~Explore past and present through their family history.
~Explore forces & sinking and floating.

				<p>~able to combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>~ able to talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>~beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>		
 <p>Pupil Voice Friendship hand tree display</p>			<p>Educational visits/Visitors/Experiences Music session on different cultures of music</p>		<p>Workshop Being Healthy Workshop focusing on Physical Development.</p>	