

### **Personal, Social and Emotional Development**

Re settling into the Nursery after the Easter break. Re-establishing relationships, reinforcing the routines and rules. We will provide role play opportunities to encourage children to extend their play, join in with others and talk about their home and community.

We will continue to support the children to develop and understanding of their feelings.

We will continue to work hard at becoming kind and caring members of our class and promoting as much independence as possible.

JIGSAW: Relationships

*Play with one or more children, extending and elaborating play ideas.*

*Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.*

Understand gradually how others might be feeling.

Be increasingly independent in meeting their own care needs, e.g. using the toilet and washing and drying their hands thoroughly.

Make healthy choices about food and drink.

### **Focus Texts/rhymes**

- We're going on a bear hunt
- Teddy bear, teddy bear, turn around
- Goldilocks and the three bears
- Where's my teddy?
- San Diego Zoo Wildlife Explorers website

### **Planning using the Children's Interests**

At Burford Nursery, we use the children's interests to inform our planning which makes the learning and play as enjoyable and relevant to the children as possible.

Whilst we will cover the themes of animals, the activities are subject to change if the children are inspired by something else during the term. We ask parents to keep the interest board in the classroom up to date as we use this to inform our planning. We will cover the developmental steps outlined below through whichever topics we base our work and play on.

### **Communication and Language**

We will continue to focus on developing our speaking and listening skills through play, carpet times and stories. We will encourage the children to speak openly about their home and community, for example, sharing with the group what they did during the Easter holidays and telling the other children about their week with the class toys.

We will have play opportunities that support our specific interests and experiences.

Vocabulary will be developed with new words linked to our 'Amazing Animals' topic.

We will have circle times based on these topics.

We will play games to extend the children's vocabulary.

Role Play Ideas - Home corner/ Café / Vet/ Building Site

*Enjoy listening to stories and can remember much of what happened.*

Be able to express a point of view and debate when they disagree with a friend or an adult using words as well as actions.

Understand 'why' questions like 'Why do you think the caterpillar got so fat?'

*Develop their communication of irregular tenses and plurals, such as ran and swam.*

*Know many rhymes, be able to talk about familiar books, and be able to tell a long story.*

Year Group: Nursery

Summer 1 2024

BURFORD SCHOOL



Amazing Animals



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### Physical Development

We will continue to develop fine motor skills through activities such as threading, painting, using pegs, chalking, dough and tweezer work.

We will practise using mark making equipment and scissors.

We will practise large scale movements such as using paint rollers, flags and brooms and doing large and small scale mark making in shaving foam, sand and on paper.

We will play games to encourage the children to practise various ways of moving such as 'Simon Says' and 'Musical Statues'.

We will use the tricycles, scooters and hand bikes during our physical development time on the playground and will explore moving in a variety of ways, such as jumping, running, rolling and balancing. We will practise all of our gross motor skills in our weekly Forest School sessions.

We will continue to develop our climbing, jumping and balancing skills using the taller parts of the climbing frame.

We will build independence with putting on our wellies and mud suits to play in the mud kitchen.

We will provide support where necessary with toileting and will encourage independence where appropriate.

*Continue to develop their movement, balancing riding bikes and scooters and ball skills.*

*Skip, hop, stand on one leg and hold a pose for a game like musical statues.*

*Use one handed tools and equipment, (for example making snips in paper with scissors).*

*Use a comfortable grip with good control when holding pens and pencils.*

### Mathematics:

We will practise daily counting, subitising and recognising numbers 1-10.

We will offer a variety of number and shape themed activities throughout continuous provision and adult led activities.

We will sing number songs and rhymes.

We will explore size (small, medium, big) through our bears stories, capacity through our Goldilocks topic and length when comparing bear height to our height.

*Develop fast recognition of up to 3 objects without counting (subitising).*

*Link numerals and amounts.*

*Solve real world mathematical problems with numbers up to 5.*

*Make comparisons between objects relating to size, length and capacity.*

*Select shapes appropriately, flat surface for a building, triangle for a roof etc.*

*Begin to describe a sequence of events using words such as 'first' and 'then'.*

### Literacy:

Phonics lessons following the Floppy's Phonics scheme and using phonics games.

We will continue to play phonics games, building on tuning into sounds, listening and remembering sounds and talking about sounds.

We will focus on recapping all of our taught letter sounds with the FP songs and continuing to learn new letter sounds.

We will sing and learn lots of nursery rhymes and songs.

We will have opportunities to mark-make throughout the continuous provision.

We will continue to learn to write our names.

We will enjoy sharing a variety of books.

We will join in with repetitive parts of books, e.g. 'We're going on a bear hunt'

*Use some of their print and letter knowledge in their early writing.*

*Write some or all of their name and write some letters accurately.*

*Spot and suggest rhymes.*

*Recognise words with the same initial sound, such as money and mummy.*

*Understand the names of different parts of a book.*



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**Understanding the World:**

We will go on a bear hunt around the school and talk about the different descriptive language of the environment based on the story.

We will use the mud kitchen to explore the natural environment.

We will use the interactive screen to complete simple programs and games.

We will experiment with textures and use clay to make porridge bowls.

We will explore different forces through our play.

We will water our potatoes and herbs and watch them grow as well as caring for other plants.

We will recount our experiences from the Easter holidays.

We will discuss places where bears live as part of our bear topic.

We will explore the local woodlands in our weekly Forest School sessions.

*Plant seeds and take care of growing plants.*

*Begin to understand the need to respect and care for the natural environment and all living things.*

*Explore and talk about different forces they can feel.*

*Talk about the differences between materials and changes they notice.*

*Continue developing positive attitudes about the differences between people.*

*Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.*

**Expressive Arts and Design:**

The children will have access to a range of art, craft and musical resources for independent play and exploration.

We will have weekly music lessons taught by our music specialist and sing songs throughout the day.

We will have small-group art-focused activities, for example painting bear faces, making clay porridge bowls.

We will offer toys and activities based on construction, for example, junk modelling and building with Duplo.

We will use the role-play area and mud kitchen for imaginative and representative play.

We will continue to build a repertoire of songs and nursery rhymes as well as making up our own songs and rhymes.

We will do some drama based work based on re-enacting the story of 'We're Going On a Bear Hunt' and through our 'Helicopter Stories'.

*Begin to develop complex stories using small world equipment.*

*Take part in simple pretend play, using objects to represent something else even if they are not similar.*

*Show different emotions in their drawings, such as happiness, sadness and fear etc.*

*Create their own songs or improvise a song around one they know.*

*Join different materials and explore different textures.*