

# Who lives there?

Summer 2 – Nursery



## Personal, Social and Emotional Development

Children can develop their ability to...

- Be able to follow rules without the prompting from an adult
- Talk about their feelings using appropriate words as they discuss their emotions about transitioning to Reception
- Express their feelings and consider the feelings of others
- Begin to see themselves as a valuable individual
- Build constructive and respectful relationships

## Physical Development

Children can develop...



- Their pencil grip when mark making
- Their dominant hand for mark making
- Their scissor skills both independently and adult led
- Their ability to meet their own needs in Nursery, e.g. using the toilet independently, washing and drying their hands
- Their ability to meet their needs at home including dressing and brushing their teeth
- Their understanding about making healthy food choices and for activity to stay healthy

12345  
67890

## Mathematics

Children can explore...

- Number rhymes to support counting like behaviour and saying numbers in order.
- Counting puppets to support sequencing of numbers.
- Counting everyday objects both indoors and outdoors using number cards within key group sessions to enable children to become familiar with recognition of numbers 1-5.
- Different ways they can represent numbers including using fingers
- Fast recognition of up to 3 objects, without having to count them individually
  - Describing a familiar route
- Discussing routes and locations, using words like 'in front of', 'behind'
- Count a range of different objects, actions and sounds

## Understanding the World

Children can explore...



- The world around them using all of their senses to do so
- Collections of materials with similar and different properties
- Talking about what they see using a wide range of vocabulary
  - Countries from around the world
  - Comparing where they live to that of others
  - Look at photographs of different habitats and compare similarities and differences
    - Explore local habitats

## Expressive Arts and Design

Children can explore...



- Engaging in pretend play and developing complex stories through the small worlds they create
- Taking part in pretend play, using an object to represent something else even though they are not similar
- Creating their own songs or building one around a song they know
- Play instruments with increasing control
- Engaging in singing and dancing as a group or solo



## Communication and Language

Children can develop their ability to...

- Enjoy listening to a longer story
- Use a wide range of vocabulary
  - Know many rhymes
  - Talk about familiar books
  - Retell or tell a long story
- Sing a large repertoire of songs
- Begin to understand how to listen carefully and why listening is important
- Learn new vocabulary through experiences
- Use new vocabulary in their play
  - Engage in story times

## Vocabulary

**PSED** - Friend, friendship, independent, family, group, rule, routine, emotion, feeling, happy, sad, angry, scared, worried, anxious

**STORIES** – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction, information, facts

**LITERACY** – Mark making, pencil, grip, name, letter, picture, drawing, phonics, letter sound, rhyme, write, name

**MATHS** - Number, count, one, two, three, four, five, rhyme, how many?, route, location, in front of, behind, next to

**ART** – colour, colour name, role play, small world play, imagination, song, sing, solo, group, rhyme

**UW** – explore, investigate, see, smell, taste, touch, hear, the world, country, England, UK, compare, similar, different, habitat, creature, animal, people, hot, cold, wet, dry



# AUTUMN TERM 1 YEAR 1- THE GRUFFALO

TOPIC	LEARNING OBJECTIVES	SUGGESTED ACTIVITIES	THREADS/ASSESSMENT
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>Understand change and continuity.</li> </ul>	<p>'searching questions' game at the end of lesson (A child thinks of something they have learnt in the lesson and the other children ask questions to try and work out what it is).</p> <p><b>Challenge - What could you do to contribute to protecting our planet?</b></p>	<ul style="list-style-type: none"> <li>national or international achievements. Some should be used to compare aspects of life in different period.</li> <li><b>HISTORICAL SIGNIFICANCE</b></li> <li><b>CHANGE AND CONTINUITY</b></li> <li><b>CAUSE AND CONSEQUENCE</b></li> <li><b>LEGACY</b></li> </ul> <p>Elicitation at beginning</p> <p>At end:</p> <p><b>Can they identify 3 differences with life in the 1960's?</b></p> <p><b>Are they able to sequence 3 events in the life of David Attenborough?</b></p>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study school and the surrounding environment. (PfA, OLE, LC)</li> <li>Use basic geographical key vocabulary to refer to key human and physical features.</li> <li>Compare forest setting with our local area. (OLE)</li> <li>Go on walk around your local area and identify human and physical features. (LC) (OLE)</li> </ul>	<p><b>Introduce what human and physical features are. Discuss as a class.</b></p> <p><b>Lesson 1 - Fieldwork -</b> To use observational skills to identify human and physical features of the school grounds and the local area. (ICT LINK - take photographs)</p> <p>Record human and physical features spotted on their walk using key words and pictures(OLE)</p> <p>Write a simple definition of what human and physical features using knowledge from class discussion.</p> <p>Sort physical and geographical features (Group activity)</p> <p>Literacy link - To use cl and fs.</p> <p><b>Challenge - Is a pond a human and physical feature? Explain your reasoning</b></p> <p><b>Lesson 2 - Compare the Gruffalo forest with our local environment. Field work in the school forest area.</b></p> <p>Draw the Gruffalo forest and label human and physical features.</p> <p><b>Challenge - Write sentences to explain similarities and differences between the forest and their local environment.</b></p>	<p><b>PHYSICAL, HUMAN FEATURES PLACE KNOWLEDGE FIELDWORK</b></p> <p>Elicitation at beginning</p> <p>At end:</p> <p><b>Can they identify and name 3 human and 3 physical features in our locality?</b></p> <p><b>Can they explain what human and physical features are?</b></p>

## ASSESSMENT NOTES: