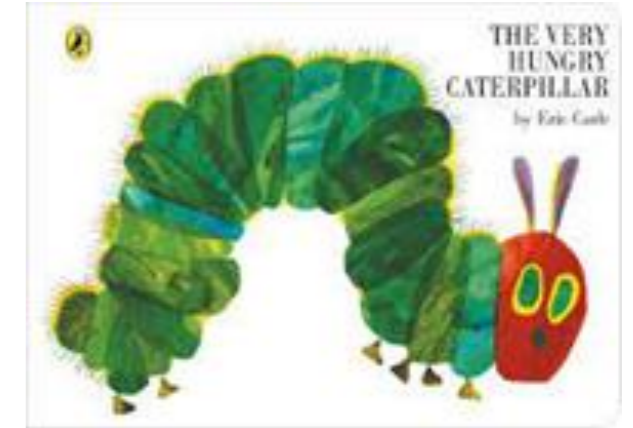
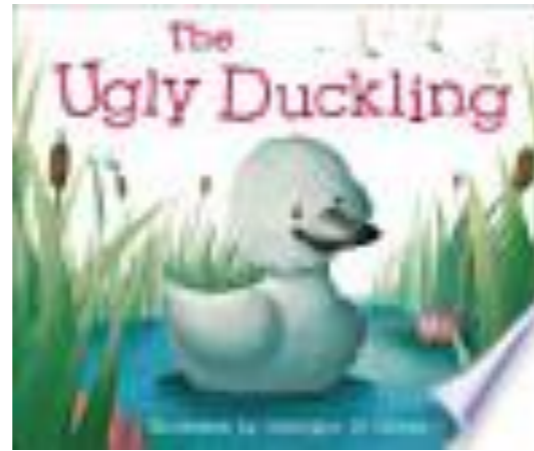




Nursery Topic Web-Summer 1 Amazing Animals

6 weeks

Key Books this term:



Key questions:
 How many eggs are in the story?
 Can you name the different types of birds in the story?
 What did the other birds think of the odd egg?
 Why do you think the duck was happy when the last egg hatched?
 What did the odd egg hatch into?
 What do you notice about the eggs?
 What would you do if you found an odd egg?
 Why do you think it's important to be kind to everyone, even if they're different?

Key vocabulary linked to the book:
 Egg, odd, duck, next, hatch, different, love, friendship, unusual

Key questions:
 How do you think The Ugly Duckling felt when everyone teased him?
 Can you name the animals he meets on his journey?
 Why don't you think the other animals don't like the ugly duckling at first?
 How does the duckling change?
 What would you have done if you were one of the animals in the story?
 How do you think the ugly duckling felt at different parts of the story?

Key Vocabulary linked to the book:
 Duckling, ugly, beautiful, pond, egg, hatch, feather, mother, farmyard, swan, cygnet, transform, kindness,

Key Questions:
 What did the caterpillar eat on...?
 How did the caterpillar feel after eating the food?
 What happened to the caterpillar after he ate too much?
 Can you name some of the fruits the caterpillar ate?
 What did the caterpillar turn into at the end of the story?
 Why do you think the caterpillar was so hungry?
 What did the caterpillar do after turning into a butterfly?

Key Vocabulary linked to the book:
 Caterpillar, butterfly, egg, chrysalis, fruit, leaf, hungry, munch, beautiful, transformation




Please upload videos or photos of your child's learning at home onto Class Dojo. We love to see what they have been doing at home.



Save the date
 Tuesday 30th May

9-9.30 for morning only children
 &
 2.30-3 for children who attend all day

Come and see the ducklings that we will be hatching in Nursery.



Amazing Animals



Literacy

Little Wandle–Foundations for Phonics:

- Tuning into sounds
- Rhyme Time
- Oral Blending
- Foundations for a Love of Reading

Reading: I can recognise my name and also some familiar names

Shared Reading:

I can distinguish print from pictures.

I can predict what comes next.

I can answer questions about the story.

I can listen to stories and talk about them.

Concepts of print:

I understand that print has meaning

I know which way a book goes.

I know which is the front/back of a book.

I know we read from left to right and top to bottom

I can turn the pages in the right direction.

Writing: I can use letters to write some letters from my name. I can write all of my name. I can use some print and letter knowledge to write pretend lists, labels, sentences that start at the top of the page. These might include some familiar letters from words like mum or dad.

Personal, Social and Emotional Development:

- Continue to follow our class routines and follow our visual timetable
- Use our 'Choose it. Use it. Put it away' mantra to help us respect our things and to keep our classroom tidy
- Continue to line up and sing our lining up song
- Begin find solutions to conflicts and ask a grown up for help if necessary. Learn to say, 'Stop, I don't like that.'
- Begin to follow rules more independently and understand why they are important.
- Become more accepting of the need to share and turn take. (Continue using the sand timer with less support from adults)
- Use taught strategies and our calm area to help with at self-regulation. Know when to come for an adult for help.
- Develop a sense of responsibility. The children will have independent snack and will follow our snack routine carefully Children will talk about keeping healthy.

Communication and Language

This is a prime area and aspect that underpins everything we do in Nursery. We encourage as much conversation and opportunities for talking as possible.

Introduce Review Time: The children can share their learning with the whole class. They can use the iPad to take pictures throughout the day to share during this time. They can ask each other questions and talk about what they might do next.

Listen to longer stories and talk about what has happened.

Take a library book home each week to share and talk about with members of their family.

Sit and listen, making relevant comments. Ask questions.

Answer who, what and why questions.

Keep play going by responding appropriately with relevant questions, comments and answers and encourage children to use longer sentences.

Expose children to new language through high quality interactions, books, rhymes and songs.

Encourage the children to turn take in a conversation for more than one turn. Adults will model this continuously through play.

Encourage and model the use of words to make their feelings known instead of making sounds/noises to express themselves. This includes when they disagree over something.

Children will begin to express their point of view. Adults to ask children's opinions through high quality interactions.

Talk Boost interventions to support those children who need extra support in developing their communication and language skills.

Physical Development: Gross and Fine Motor Skills

Fine Motor: Consolidate writing own name correctly. Copy name using their name cards to help with letter formation.

Squiggle whilst you Wiggle: Practise moves 'the hump', 'under the hump' and 'the hook' to support pre writing development.

Give meaning to marks as they draw and paint

Dough Gym: Strengthen hand and finger muscles exercises using playdough. and practice moves: roll, squeeze, pat, nip, pinch, poke

Finger Gym: Weekly activities to aid hand muscle development and dexterity.

Physical Development (Gross Motor) Be increasingly independent as they get dressed and undressed, for PE.

Putt on coats doing up zips and buttons independently

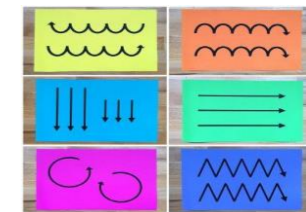
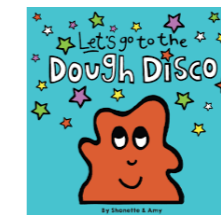
Continue to develop movement, balancing, riding and ball skills. Put shoes on independently.

P.E: Games–Take part in team games in preparation for sports day.

Give as many opportunities for your child to mark make at home; this will develop their ability to write familiar letters they see around them including their own name and family members names too.



Please give your child time to practise putting on their own shoes and clothes. Practise zipping and unzipping coats and fastening and unfastening buttons.



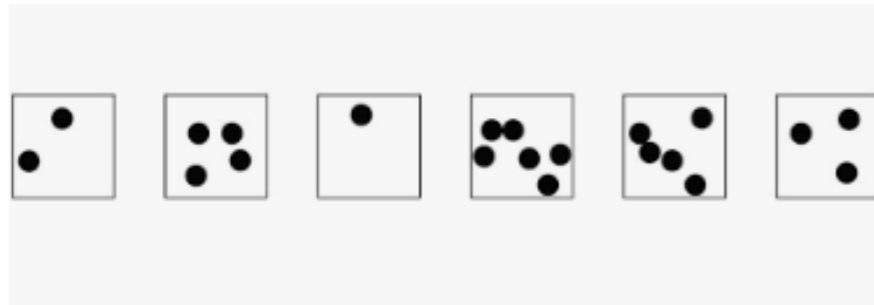
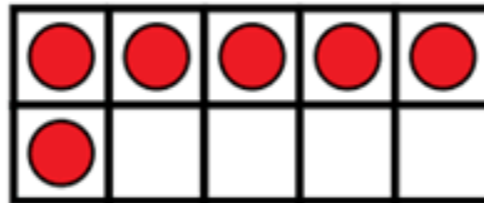
Expressive Art and Design

- Develop more complex stories through small world equipment including setting up a farm
- Design and build a farm
- Design and build a duck coop using junk modelling materials
- Learn how to join materials using split pins to create our own Ducklings.
- Observational chick and minibeast drawings
- Colour mixing
- Learn our school songs with Makaton signs and instruments
- Remember sequences and patterns of movement when learn a chicken dance using 'follow' 'lead' and 'copy'.
- Explore clay to create minibeast models
- Explore an artist - Eric Carl-The Very Hungry Caterpillar or Henry Matisse
- - The snail/collage



Mathematics:

- To explore and understand number 4,5 and 6 considering the counting principles
- To compare quantities using language 'more than, fewer than'
- Link numerals and amounts
- To experiment with their own symbols and marks as well as numerals
- To know that a given number can be made by adding different amounts together
- To solve mathematical problems
- Talk about and explore 2D & 3D shapes
- Use ICT Bee Bots to program a route and describe it
- Mass
- Sequencing



Understanding the World

We will be learning:

- To care for living things including real life ducklings
- To understand the key features of the life cycle of an animal
- What happens on a farm and all about farm animals
- Learn about minibeasts. We will visit the bug hotel and forest school areas to find minibeasts and identify them

