

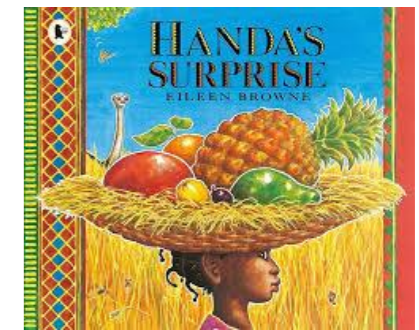
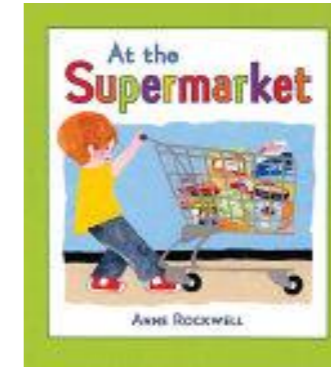
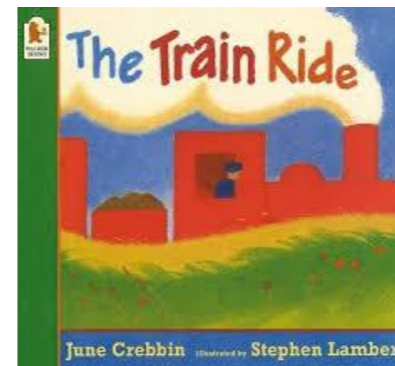
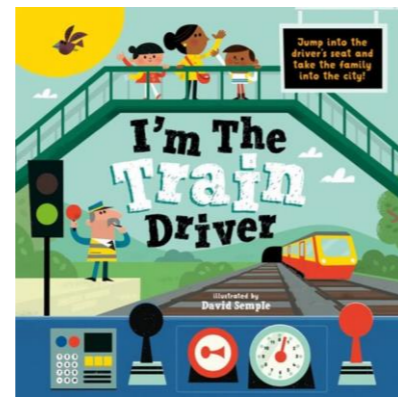
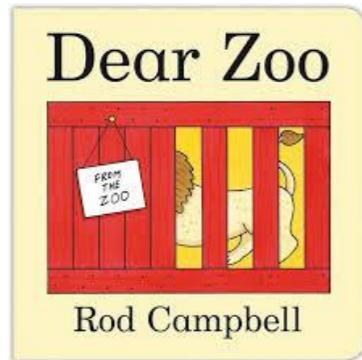


Nursery Topic Web-Summer 2

People who help us

7 weeks

Key Books this term:



Key questions:

- What is a zoo?
- Why did the person write to the zoo?
- Can you name some of the animals the zoo sent as pets?
- Why was the...not a good pet?
- Which animal was too...?
- Which pet was perfect?
- Why is a puppy a good pet?
- Why is a ... not a good pet?
- Which animal would be the hardest to look after?
- Do you have any pets? How do you take care of your pet?
- What is a vet?
- In what ways does a vet help animals?

Key questions:

- Who was riding on the train?
- Where was the train going?
- What did the passengers see outside the train?
- What did the conductor say to the passengers?
- Why do you think the passengers were excited? What might happen if a train goes through a tunnel?
- Why is the conductor important on a train?
- Have you been on a train? Where did you go?
- Did you like it? Why?
- If you were on a train, what would you like to see out of the window?
- Where would you like the train to visit?

Key Questions:

- What do you think the story will be about?
- What kinds of fruit do you see on the cover?
- Have you tried any of these fruits?
- What do you think Handa is going to do with the fruit?
- Can you name the animals you see?
- What do you think they will do?
- How do you think Handa feels as she carries the fruit?
- How did Handa help her friend? Why do you think Handa wanted to surprise her friend?
- How would you surprise your friend?
- Who helps us with the food we eat? Where do we get our food?

Key vocabulary linked to the book: animal, pet, zoo, elephant, giraffe, lion, frog, camel, snake, monkey, puppy, big, tall, fierce, jumpy, grumpy, scary, naughty, perfect

Medicine, injection, syringe, stethoscope, vet, job, clinic, hospital, care, x ray, bones, ear probe

Key Vocabulary linked to the book:

Train, passenger, conductor, station, tracks, journey, window, tunnel, ticket, platform, carriage, luggage, whistle, landscape, driver,

Key Vocabulary linked to the book:

Fruit, mango, banana, guava, orange, pineapple, avocado, passion fruit, tangerine, monkey, ostrich, zebra, elephant, giraffe, antelope, parrot, goat, surprise, friend, help, share, discover, exchange, replace, supermarket, farm, grow, country, hot, cold, dry, same, different, farmer, assistant, deliver, grocery, butchers



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.



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
- Find solutions to conflicts and ask a grown up for help if necessary. Learn to say, 'Stop, I don't like that.'
- Follow rules more independently and understand why they are important.
- Become more accepting of the need to share and turn take.
- 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.
- Prepare for Reception class – transition activities, visit to reception, meet new teacher.

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

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

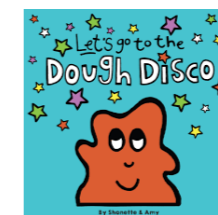
Continue to develop movement, balancing, riding and ball skills. Put shoes on independently.

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

Children continue to explore colour mixing and creating darker and lighter shades. Children will be curious about how to make other colours and explore.

Children will explore new joining materials such as split pins, treasury tags, hole punch, stapler.

Children will use water colours more independently. They will fill their cup with water, clean their brush and empty their cup for the next person to use.

Children will begin to use the creative area to make props to support their play.

Children will have a good repertoire of songs, rhymes and poems.

Children will sing the pitch of a tone sung by another person.

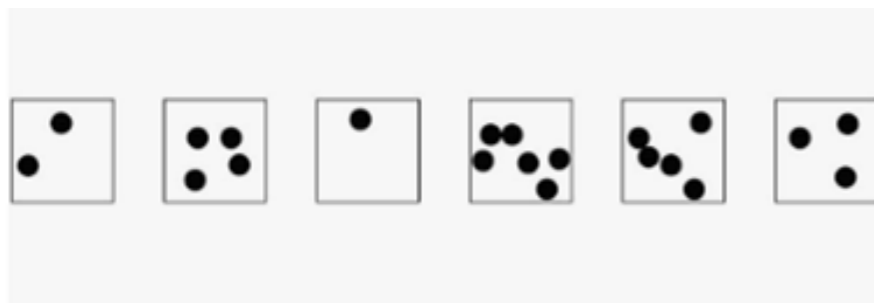
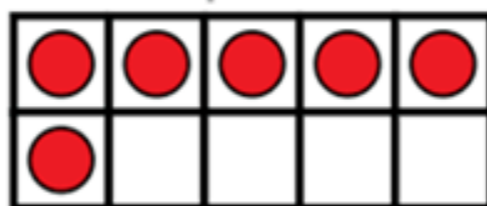
Children will change songs or create their own.

Children will change the tempo or dynamics when exploring musical instruments.

Children can create more complex stories and use construction, small world and their own creations to enhance these ideas.

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
- Mass
- Sequencing



Understanding the World

- Children will learn about the different occupations of people in our community.
- Children will learn about different countries in the world and the differences between them.

