

Topic: At the seaside

Term: Summer 2

<u>Class</u>:

Nursery Porth



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus (Wellcomm)	Positional language (In,on,under)	Learning to remember and say the name of two things.	Learning to play with a friend.	Learning the names of colours.	Learning the meaning of 'where'	Encourage the use of three word sentences	Understandin g and using verbs in the past tense
Key Text	Listen Secuside With the Secure With the secure Market Secure	Lit-the-Flap FIVE LITTLE PIRATES Disc boarding & Base Basery	ANALKER FIRST EXCERIENCES Lef's go to the seaside! CARYL HART LAUREN TOBIA	Spot Goes to the Beach Eric Hill	Shark B In the Park! Nick Sharratt	miffy at the seaside	What du Q Ladghird Heard of SLASIDE
Key Vocab	Sound Listen Hear	Pirates Tresure Brave	Crunchy Kite Splats	Building Surfing Practice	Telescope Surprise Shark	Start Dug Filled	Roared Heard Flapped
Resources	Boats Sea Animals	5 Pirate props Sea animals Boats	Ice cream cones Sea shells Ice cream flour	Sand Buckets Spades Sea shells Water	Toilet tubes Animals	Buckets Spades Sea shells	Sea Animals Boats
Characteristic s of Effective Learning	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake						
Personal, Social and	Personal, Social and Emotional Development Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating. Learn empathy and how to play alongside their peers.						
Emotional Development	The children will grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums, however the children will feel settled enough to express a range of emotions. They will increasingly able to talk about their emotions and start to manage their emotions independently (Self-regulate). They will be talking about their emotions "I am sad because" or "I love it when"						





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	They will begin to notice differences and ask questions regarding their observations for example about skin colour, gender, SEND. They will begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.							
Communicati on and Language	Little Wandle A sailor went to sea	Little Wandle 1 2 3 4 5 Once I caught a fish alive	Little Wandl e The grand old duke of York	Little Wandle 1,2 Buckle my shoe	Little Wandle Down at the station	Little Wandl e Incy wincy	Little Wandle Hey diddle diddle	
	Adults providing a language rich environment with high quality interactions (ShREC approach) Supporting the children to build on their core vocabulary and begin joining words together to form simple sentences. Adults recognise the chat to children and use high end interactions with these children (ShREC approach) The children will start to say how they are feeling, using words as well as actions, they will use intonation, pitch and changing volume when 'talking'. They will generally be able to focus on an activity of their choice and find it difficult to be directed by an adult. They will listen to other people when they are talking but will still be easily distracted by other things of interest, they will starting to develop conversation where they will often jump from topic to topic. They will be developing their pretend play, 'putting the baby to bed' or creating a bus and going on an adventure with friends. They will be using the speech sounds p,b,m,w, but will still be learning to pronounce letters and sounds like - I/r/w/ - s/sh/ch/dz/j. They will be starting to have better pronunciation of multi-syllabic words such as "Banana" and "Computer". They will have a better understanding of simple questions about 'who, 'what' and 'Where' but may still struggle with 'why'. They will be able to act on longer sentences like "Hug the baby" or "find your drink" and be able to identify familiar objects and properties when they are describes. For example: 'Jamies coat', 'Red truck', 'yellow banana'.							



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Physical Development Gross Motor Skills	Cosmic Kids Yoga: Under the sea	Cosmic Kids Yoga: Popcorn t he pirates	Cosmic Kids Yoga : Squish the fish	Cosmic Kids Yoga: Beach Yoga adventure	Cosmic Kids Yoga : Summertime kids yoga	Cosmic Kids Yoga : Beach Yoga	Cosmic Kids Yoga: Mimi the Mermaid		
Skills	Wake and Sake Practice basic physical skills such as, skipping, hopping, running and jumping								
				Balance bike Parachute					
	Squiggle while you Wiggle								
	Hall Time with big apparatus								
Physical Development	Threading, cutting, weaving, playdough, Fine Motor activities, Manipulate objects with good fine motor skills, Draw lines and circles using gross motor movements, Hold pencil/paint brush beyond whole hand grasp, Large scale construction to support muscles in hands e.g. duplo and mobilo, Daily mark making opportunities								
Fine Motor Skills	The children will have become confident in their abilities to walk,run,jump and climb, they will also be stating to use stairs independently. They will able to carefully spin, roll and independently use ropes and swings (Tyre swings etc) Their balance will have developed and this will mean they can sit on a push along wheeled toy, use a scooter or balance bike with growing independence and success. They will explore different materials and tools, developing their manipulation and control of these resources. As their physical independence grows they will both their fine and gross motors skills to be more independent for example managing their buttons and zips and pouring their own drinks carefully. They will be wanting to do more for themselves such as dressing or undressing and putting on their own shoes. They will be showing an interest in toileting with support or maybe now moving on to using the toilet independently.								
Literacy	Sensory mark making Daily phonological awareness High quality texts Daily Story Time								



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	Our focus story Early Years Library visits Phonological Awareness Teaching the sounds for S,A,T,P,I,N,M Teach one sound each week, In each session we will play 'What's in the box and then we will clap the syllables, for example S-O-CK. Refer to Little Wandle planning for daily activities.							
	Children will start to take an interest in print they may notice the first letter of their name, a door number or familiar logos (McDonalds, Disney). They will have their favourite books and seek them out, they will enjoy sharing them with adults and peers but also looking at them alone. They will be starting to involve the stories into their play (Goldilocks, three little pigs) and use different props and resources to support this. Children will enjoy story time and start to listen with more attention and recall of the story. They will be enjoying drawing freely and giving meaning to their creations "That's my daddy" "I'm painting red" They will start to make marks on their pictures to represent writing "That's my name"							
	Children will be introduced to basic 2D shapes and focus on an understanding of number 0-5, nursery rhymes that include counting, access to blocks for stacking and building. Engaging in sorting activities colours, numbers, shapes.							
Mathematics	Number of the Week l Shape of the Week Circle Colour: Orange	Number of the Week 2 Shape of the Week Square Colour: Yellow	Week 3 Shape of the Week Triangle Colour: Red	of the Week 1 Shape of the Week Star Colour: Green	2 Shape of the We Rectangle Colour: Blue	ek Veek 3 Shape of the Week Heart Colour: Pink	Week 1 Shape of the Week Diamond Colour: Purple	
	Nursery Rhymes: 1,2,3,4,5 once I caught a fish alive	Nursery Rhymes: Five little Pirates	Nursery Rhymes: 5 little speckled frogs	Nursery Rhyme: 5 Little Ducks	Nursery Rhymes: 5 Little Monkeys	Nursery Rhymes: 5 Current Buns	Nursery Rhymes: Hickory Dickory Dock	



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	The children will have a better understanding of numbers, they maybe able to recognise the number 0-10, they will counting in everyday contexts, sometimes skipping numbers, however most will be able to count to 10 correctly. They will demonstrate counting like behaviour, , such as making sounds, pointing or saying some numbers in sequence. They will comparing sizes, weights etc, using gesture and language: 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. They will be comparing amount saying 'lots', 'more' or 'same'. They will be noticing patterns and arranging things into patterns, group (Size, colour, shape).							
Understandin g the World	Understanding about the Earth What celebrations to we celebrate with our	Understanding why we need to have good hygiene	Understanding the benefits bumble bees have for the environment. What celebrations to we celebrate with our					
	families?	What celebrations to we	families?					
	Earth day 22 nd April	celebrate with our	rannes.					
		families?	World Bee day 20 th May					
	Observe daily weather. The Natural World	World Hygiene day 5 th May	Begin to make sense of their own life-story and family history.					
	Photos of the changing season as Spring approaches	Observe daily weather.	Explore why bumble bees are essential to our					
	Animals from around the world and their different environments. Explore the world around us.	Exploring how things work.	world.					
		We will investigate how to						
		look after our bodies and be hygienic and healthy.						
	Children's understanding of the world will be showing in their language, they will be exploring the natural materials, indoors and outside giving their thoughts and ideas. They will show a growing interest in bugs and going on bug hunts, talking about what they have found.							
	They will be making connections between their features and their families and other families. They will be noticing differences around them and commenting as they observe them.							
		Expressive Arts and Design						



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