

Nursery, Term 1B

Topic: Bears	
Summary of learning	
The first term of Nursery is geared towards introducing daily routines and supporting the development of a child's core skills. Children are encouraged to separate from their parent or carer and come into the Nursery independently and confidently. Teaching time evolves around reading new or familiar stories. Children develop communication skills that enable them to listen and respond to adults and other children.	
Freeflow Activities	Overview of Term 1B
<ul style="list-style-type: none"> ○ Role play – Home corner ○ Climbing frame ○ Sand tray ○ Small world (e.g. train set) ○ Fine motor activities (e.g. drawing, cutting, mark making) ○ Messy play (e.g. playdough, shaving foam, Jelly, dry beans/pasta, custard) ○ Book corner ○ Graphics table ○ Creative area ○ Mark making activities including painting ○ Sorting and matching objects ○ Construction blocks and bricks ○ Interactive counting games on the touch screens after teaching time ○ Active throwing and catching games outside 	<ul style="list-style-type: none"> • Embedding routines • Separating from main carer confidently • Focus on independent skills (e.g. dressing, choosing activities, snack time) • Developing social skills • Beginning to take turns and share • Settling into routines • Becoming familiar with the environment and adults in Nursery • Choosing indoor and outdoor activities • Learning new songs to sing and move to • Beginning to learn how to count and recognise numbers • Developing mark making skills • Using a variety of creative materials • Listening to stories and recalling information • Beginning to respond to others with actions, words and sentences • Preparing for, and performing in, Nativity concert for parents
Stories read in Term 1B:	
<ul style="list-style-type: none"> ○ Whatever Next, by Jill Murphy ○ Waking Through the Jungle, by Julie Lacome ○ Dear Zoo, by Rod Campbell ○ Have You Seen the Crocodile? By Colin West ○ Brown Bear, Brown Bear, What do You See? By Eric Carle ○ This is the Bear, by Sarah Hayes ○ Threadbear, by Mick Inkpen 	
Songs introduced in Term 1B:	
<ul style="list-style-type: none"> ○ I Went to the Forest ○ Little Bunnies ○ Punchinello ○ Teddy Bear ○ We are Sitting Very Still ○ Kangaroo Jump ○ Down in the Jungle ○ Monkey Monkey ○ 1, 2, 3, 4, 5, One I Caught a Fish Alive! ○ When Santa Got Stuck up the Chimney ○ Other 'Christmas' Songs 	

Learning Intentions during freeflow	Learning Intentions during teaching time
Communication and Language	
<ul style="list-style-type: none"> • I can listen and respond to talk and songs • I can work together with my friends to carry out instructions to complete a task. • I can stop, start and move in response to a simple instruction • I can talk about events from a familiar story • I can talk about things I like and don't like • I can share my own ideas and experiences • I can talk about my family and things I like • I can tell someone about the marks I make • I can talk about healthy food (that is good for me) • I can talk about more, less, full empty • I can talk about the changes I see when chocolate melts and resets • I can move in response to a simple instruction 	<ul style="list-style-type: none"> • I can join in with the songs • I can listen and respond to others • I can talk about what I know about bears • I can say goodbye to my parent/carer • I can say hello to my friends and my teacher • I can listen to a short story • I can talk about a story • I can join in with repeated phrases from the story
Physical Development	
<ul style="list-style-type: none"> • I can make small and big movements with a variety of resources • I can move safely in the space • I can explore different ways of moving to the sounds and music I hear • I can explore different foods – tastes and textures • I can talk about healthy food (that is good for me) • I know I need to wash my hands before I touch food • I can move in response to a simple instruction • I can use a range of small/large equipment (scissors, glue, rolling pins, mark making tools) • I can throw a ball to my friend and I try and catch it • I can throw a ball at a target • I can change into welly boots on my own • I can thread a lace around a shape • I can attempt to draw basic 2D shapes • I can use glue spreaders to stick things together • I am starting to draw pictures and representations of objects, animals and people 	<ul style="list-style-type: none"> • I can join in with the actions to the song • I can eat and drink my snack on my own
Personal, Social and Emotional Development	
<ul style="list-style-type: none"> • I can listen and respond to talk and songs • I can work together with my friends to carry out instructions to complete a task • I can talk about things I like and don't like • I can share my own ideas and experiences • I can play a game with adult support, taking turns and sharing • I can share and take turns with toys and dressing up 	<ul style="list-style-type: none"> • I can say goodbye to my parent/carer • I can say hello to my friends and my teacher • I can learn about how to behave • I can join in with the listening game • I can wait for my turn in the game • I can say hello to my friends • I can join in with counting all my friends • I can try new food • I can eat and drink my snack on my own
Literacy	
<ul style="list-style-type: none"> • I can talk about events from a familiar story • I can use language from the story when re-telling • I can make marks on paper • I can tell someone about the marks I make • I am starting to draw pictures and representations of objects, animals and people 	<ul style="list-style-type: none"> • I can listen to a short story • I can talk about a story • I can join in with repeated phrases from the story

Maths

- I can name simple shapes
- I can make a pattern with shapes
- I can match objects
- I can count to find out how many there are
- I can sort objects in different ways
- I can use 1:1 correspondence when counting up to two objects
- I can record "how many" and "what" using marks
- I can show awareness of heavy/light, lot of/a little
- I can talk about how many ingredients to add.
- I can count to 6 to move the right amount of spaces for the game
- I can talk about more, less, full empty
- I can begin to use direction language
- I can recognise and select basic 2D shapes
- I can thread a lace around a shape
- I can attempt to draw basic 2D shapes

- I can join in with counting all my friends
- I can join in with a number song
- I can count objects and sounds
- I can use the touch screen to complete a counting game and match the number

Understanding the World

- I can use construction equipment to represent objects during play
- I can become familiar with a range of ICT programmes
- I can use the mouse to make actions happen on screen
- I can identify various animals
- I can begin to use tape player to play/record
- I can press the button to record myself singing
- I can use tools to dig and explore the garden
- I can talk about ingredients, to add
- I can talk about the changes I see when chocolate melts and resets
- I can draw a picture of me and my family
- I can talk about my family and things I like

- I can talk about what I know about bears
- I can meet and learn about the school pet

Expressive Arts and Design

- I can make big movements with a variety of resources
- I can make different patterns and markings using mark making tools
- I am starting to draw pictures and representations of objects, animals and people
- I can explore two different painting techniques
- I can use materials and begin to join them together
- I can explore different ways of moving to the sounds and music I hear
- I can use construction equipment to represent objects during play
- I can use specific characters of jungle animals during role play
- I can use a variety of creative materials and techniques like collage, paint, printing
- I can participate in a game on the computer or plasma screen using the touch screen or the mouse.
- I can use my imagination to recreate events I have seen during teaching time.
- I can tell someone about the marks I make
- I can make prints
- I can mix paints to make a new colour.
- I can use glue spreaders to stick things together
- I can talk about the changes I see when chocolate melts and resets
- I can sing my favourite song
- I can share and take turns with toys and dressing up
- I am starting to draw pictures and representations of objects, animals and people

- I can join in and learn simple songs
- I can join in with actions to the songs
- I can join in with the songs
- I can join in with the actions to the song
- I can join in with a number song