

## Nursery, Term 2B

Topic: Sounds	
Summary of learning	
The second term of Nursery continues the development of a child's core skills once routines are established. Children become more confident and skilled at engaging in a wider range of activities. Teaching time evolves around new and familiar stories, songs and activities. Children begin to refine their communication skills that enable them to listen and respond to adults and other children. Activities focus on Easter towards the end of the term.	
Freeflow Activities	Overview of directed teaching time
<ul style="list-style-type: none"> <li>• Role play – Shops</li> <li>• Climbing frame</li> <li>• Sand tray</li> <li>• Small world (e.g. train set)</li> <li>• Fine motor activities (e.g. drawing, cutting, mark making)</li> <li>• Messy play (e.g. playdough, shaving foam, Jelly, dry beans/pasta, custard)</li> <li>• Book corner</li> <li>• Graphics table</li> <li>• Creative area</li> <li>• Mark making activities including painting</li> <li>• Sorting and matching objects</li> <li>• Construction blocks and bricks</li> <li>• Interactive counting games on the touch screens after teaching time</li> <li>• Active throwing and catching games outside</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding routines</li> <li>• Separating from main carer confidently</li> <li>• Focus on independent skills (e.g. dressing, choosing activities, snack time)</li> <li>• Developing social skills</li> <li>• Taking turns and sharing</li> <li>• Making friends</li> <li>• Settling into routines</li> <li>• Choosing indoor and outdoor activities</li> <li>• Learning new songs to sing and move to</li> <li>• Learning how to count and recognise numbers</li> <li>• Learning about shapes</li> <li>• Refining mark making skills, beginning to make letter shapes</li> <li>• Using a variety of creative materials</li> <li>• Listening to stories and recalling information</li> <li>• Acting out characters from stories using actions, voices and materials</li> <li>• Using words to talk about my experiences</li> <li>• Respond to others with actions, words and sentences</li> <li>• Learning some basic cooking skills and tasting new foods and flavours</li> <li>• Using technology; toys, computers and gadgets</li> <li>• Preparing for, and performing in, Easter bonnet parade</li> </ul>
Stories read in Term 2B:	
<ul style="list-style-type: none"> <li>○ Cinderella, a traditional tale</li> <li>○ Princess and the Pea, a traditional tale</li> <li>○ Goldilocks and the Three Bears, a traditional tale</li> <li>○ The Three Little Pigs, a traditional tale</li> <li>○ Sleeping Beauty, a traditional tale</li> <li>○ Lullabyhullabaloo, by Mick Inkpen</li> <li>○ The Blue Balloon, by Mick Inkpen</li> </ul>	
Songs introduced in Term 2B:	
<ul style="list-style-type: none"> <li>○ Princess is Sleeping</li> <li>○ I Have a Blue Balloon</li> <li>○ Out in the Garden</li> <li>○ We Are Sitting Very Still</li> <li>○ Through the Teeth</li> <li>○ If I Were a Giant</li> <li>○ Pass the Crown Around the Ring</li> <li>○ Roar Like a Dragon</li> <li>○ One Balloon</li> <li>○ I Have a Blue Balloon</li> </ul>	

Learning Intentions during freeflow	Learning Intentions during teaching time
<b>Communication and Language</b>	
<ul style="list-style-type: none"> <li>• I can talk about what changes when we cook food</li> <li>• I can use words and sentences to express myself</li> <li>• I can talk about what I want to do</li> <li>• I can listen to adults and my friends</li> <li>• I can use words to answer questions</li> <li>• I can talk about the story using the pictures to help</li> <li>• I can talk about the main character, the princess</li> <li>• I can re-tell a story using language from the story, using illustrations and listening to an adult</li> <li>• I can talk about changes to materials and talking about what is happening when they change</li> <li>• I can make marks and talk about them</li> <li>• I can use talk to act in a role</li> <li>• I can talk about favourite foods</li> <li>• I can talk about healthy food and making healthy choices and can try what I have cooked</li> <li>• I can talk about what happens to my body when I exercise</li> </ul>	<ul style="list-style-type: none"> <li>• I can join in with the songs</li> <li>• I can say hello to my friends</li> <li>• I can listen and respond to others</li> <li>• I can share experiences with others</li> <li>• I can use describing words</li> <li>• I can use different voices</li> <li>• I can make different sounds with my voice</li> <li>• I can listen carefully to different sounds</li> <li>• I can play a remembering game</li> <li>• I can talk about different healthy and unhealthy foods</li> <li>• I can talk about how I feel</li> <li>• I can say what food I like and dislike</li> <li>• I can talk about my family</li> </ul>
<b>Physical Development</b>	
<ul style="list-style-type: none"> <li>• I can lift and carry objects safely</li> <li>• I can explore ways of moving along a pathway</li> <li>• I can move in different ways around the outdoor area avoiding objects and other people</li> <li>• I can talk about what happens to my body when I exercise</li> <li>• I can make mix ingredients together</li> <li>• I can talk about healthy food and making healthy choices and can try what I have cooked</li> <li>• I can talk about favourite foods</li> <li>• I can show awareness of food and hygiene</li> <li>• I know how to be careful and safe around hot objects</li> <li>• I can use one handed tools with increasing accuracy</li> <li>• I can make simple vertical and horizontal marks on a large and small scale</li> <li>• I can use my hands to carefully complete a task</li> <li>• I can use paint brushes or pastels to create my own story character or setting</li> <li>• I can carefully decorate a picture</li> <li>• I can use scissors safely and accurately to cut out the shape I need</li> <li>• I can begin to make some letter shapes</li> <li>• I can write or mark make a sound for their character in a speech bubble</li> </ul>	<ul style="list-style-type: none"> <li>• I can join in with the actions to the song</li> <li>• I can eat and drink my snack on my own</li> <li>• I can identify clothes to keep us warm</li> <li>• I can play and instrument quietly and loudly</li> <li>• I can move like a dragon</li> <li>• I can copy and make different shapes with my body</li> </ul>
<b>Personal, Social and Emotional Development</b>	
<ul style="list-style-type: none"> <li>• I can understand that property and resources needs to be treated with care and respect</li> <li>• I can listen to adults and my friends</li> <li>• I can use words to answer questions</li> <li>• I can dress up and enjoy interacting with one another</li> <li>• I can lift and carry large blocks safely</li> <li>• I can try new activities in the nursery</li> <li>• I can choose the things I need to make or play with</li> <li>• I can tidy up when I am finished playing/working</li> </ul>	<ul style="list-style-type: none"> <li>• I can say goodbye to my parent/carer</li> <li>• I can say hello to my friends and my teacher</li> <li>• I can learn about how to behave</li> <li>• I can join in with the listening game</li> <li>• I can wait for my turn in the game</li> <li>• I can talk about how I feel</li> <li>• I can join in with the game</li> <li>• I can say what food I like and dislike</li> <li>• I can eat and drink my snack on my own</li> <li>• I can talk about different healthy and unhealthy foods</li> <li>• I can try new food</li> </ul>

## Literacy

- I can talk about and sequence the story using the pictures to help using language from the story
- I can talk about the main characters in a story
- I can enjoy stories about a princess and a prince.
- I can role play my fairy tale ideas
- I can make marks and talk about them
- I can recognise some letters and can begin to make some letter shapes
- I can write or mark make a sound for their character in a speech bubble
- I can write a message in a card
- I can write my name
- I can re-tell a story using language from the story, using illustrations and listening to an adult

- I can listen to a short story
- I can talk about a story
- I can recall a story
- I can join in with repeated phrases from the story
- I can make predictions about a story
- I can learn new words and use them when talking about stories
- I can pretend to be a character from the story

## Maths

- I can count to find out how many
- I can match how many to a numeral
- I can count jewels on my biscuit or crown
- I can recognise numbers and can count 1-6
- I can begin to use the language of size
- I can carry on a pattern and match shapes
- I can use 3D materials to create a model
- I can use shapes to complete a matching, sorting or pattern game
- I can make a pattern
- I can make a castle with "hammer and nails" shapes and name the shapes
- I can name simple 2D shapes
- I can use simple positional language

- 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 sort different sizes
- I can sort different shapes
- I can remember different shapes
- I can match pairs
- I can use the touch screen to complete a counting game and match the number

## Understanding the World

- I can use a mouse with increasing accuracy to place objects on the screen
- I can use click and drag to move objects on the screen
- I can press a button on the screen to make an action happen or play a game
- I can use the print button
- I can talk about changes to materials
- I can talk about what changes when we cook food
- I can sort materials and objects
- I can show awareness of the role food plays in traditional/religious event

- I can talk about my experiences
- I can talk about my family
- I can make different animal sounds

## Expressive Arts and Design

- I can make simple vertical and horizontal marks on a large and small scale
- I can use 3D materials to create a representation or model using a range of joining techniques
- I can create a picture, model, collage using my imagination and I can use different materials and ways of fixing things
- I can build with big blocks
- I can explore clay, squashing and squeezing
- I can show an interest in mark making
- I can decorate a picture
- I can use paint brushes or pastels to create my own story character or setting
- I can make items from the castle
- I can talk about changes to materials
- I can dress up as kings and queens and enjoy interacting with one another
- I can use resources to play in an office
- I can role play my fairy tale ideas
- I can use scissors safely and accurately to cut out the shape I need.
- I can use talk to act in a role play

- I can join in and learn simple songs
- I can describe different sounds
- I can join in with the beat/rhythm
- I can pretend to be a character from the story
- I can identify different sounds
- I can play an instrument quietly and loudly
- I can move like a dragon
- I can talk about different foods
- I can make different sounds with my voice
- I can listen carefully to different sounds
- I can copy and make different shapes with my body
- I can join in with a number song