

Nursery, Term 3A

Topic: Transport	
Summary of learning	
The final term of Nursery builds on the work completed earlier in the year. Children's skills are developed further in readiness for starting Reception. During Term 3A children experience an educational visit to explore the theme of transport.	
Freeflow Activities	Overview of directed teaching time
<ul style="list-style-type: none"> ○ Role play – café and travel agents ○ 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 ○ Outside 'sports day' style games 	<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 ● Taking turns and sharing ● Making friends ● Settling into routines ● Choosing indoor and outdoor activities ● Learning new songs to sing and move to ● Learning how to count and recognise numbers ● Learning about shapes ● Refining mark making skills, beginning to make letter shapes ● Using a variety of creative materials ● Listening to stories and recalling information ● Acting out characters from stories using actions, voices and materials ● Using words to talk about my experiences ● Respond to others with actions, words and sentences ● Learning some basic cooking skills, tasting new foods and flavours ● Using technology; toys, computers and gadgets ● Going on an educational visit to learn about journeys
Stories read in Term 3A	
<ul style="list-style-type: none"> ○ Titch, by Pat Hutchins ○ The Train Ride, by June Crebbin ○ Puffer Train, by Mary Murphy ○ Dig, Dig, Digging, Margaret Mayo 	
Songs introduced in term 3A	
<ul style="list-style-type: none"> ○ London Bridge ○ Punchinello ○ Let me Sing ○ Little Bunnies 	

Learning intentions during freeflow	Learning intentions during teaching time
Communication and Language	
<ul style="list-style-type: none"> • I can talk about own experiences • I can talk about my own experiences in context to the book/story/conversation. • I can talk about what I know and what I think will happen • I can talk about what I am doing and (with support) modify my creations • I can begin to use vocabulary associated with specific roles • I can listen to an adult and my friends • I can listen to and follow simple instructions • I can use words and sentences to express myself • I can recognise some letters and hear different sounds • I can use words to help me remember where things are on the board, top, middle, bottom etc. 	<ul style="list-style-type: none"> • I can join in with the songs • I can say hello to my friends • I can listen and respond to others • I can share experiences with others • I can use describing words • I can use different voices • I can make different sounds with my voice • I can listen carefully to different sounds • I can play a remembering game • I can talk about going on a visit • I can talk about different vehicles • I can listen carefully to the sounds and say what I can hear • I can talk about different foods • I can talk about healthy and unhealthy foods • I can join in with the listening game • I know different ways to say hello to others • I can listen to a short story • I can talk about a story • I can talk about my family
Physical Development	
<ul style="list-style-type: none"> • I can play write using templates • I can balance objects using my fingers • I can experiment with drawing big and small shapes • I can hold a pencil with a strong grip to write clearly • I can make a mark to record my idea, label or name • I can write about what I think and what I like • I can draw lines and circles • I can draws lines and cut along them (with support) • I can throw the bean bag into a goal. • I can move slowly and carefully • I can lift large blocks safely • I can draw my face using a mirror to copy features • I can handle cooking equipment • I can move in different ways around the outdoor area • I can balance and follow a pathway • I can roll and spin and use the new resource safely 	<ul style="list-style-type: none"> • I can join in with the actions to the song • I can try new food • I can eat and drink my snack on my own • I can identify clothes to keep us warm • I can play and instrument quietly and loudly • I can move like a dragon • I can copy and make different shapes with my body • I can copy movements • I can use the touch screen to complete a game or activity
Personal, Social and Emotional Development	
<ul style="list-style-type: none"> • I can make appropriate choices in my play • I can look after and play with our new resources • I can finish my piece of work. • I am starting to share my "toys" and games with other children – use the timer to take turns • I can try new things • I can talk about the emotions I see in the game • I can talk about and describe the times when I feel the same emotions as in the game • I can work with an adult and share resources • I can help to tidy up and wash up and know why this is important when cooking • I can roll and spin and use the new resource safely 	<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 talk about how I feel • I can join in with the game • I can say what food I like and dislike • I know different ways to say hello to others • I can talk about different foods • I can talk about healthy and unhealthy foods

Literacy

- I can write using templates
- I can represent what I can see in different ways
- I can talk about the story, using illustrations and listening to an adult
- I can recognise some letters and hear different sounds
- I can say what letters are in my name
- I can draw lines and circles
- I can write about what I think and what I like
- I can experiment with mark making
- I can draw my face using a mirror to copy features
- I can write my name using a pencil
- I can make a mark to record my idea, label or name
- I can hold a pencil with a strong grip to write clearly
- I can talk about how to read a book, turn the pages
- I can behave like a reader
- I can read some simple words

- 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 tap out the rhythm from the words
- I can make my mouth move in different ways depending on the sound I make
- I can listen carefully to the sounds and say what I can hear
- I can pretend to be a character from the story
- I can role play a scenario from the story

Maths

- I can count the number of spots on the dice
- I can sort resources of like kind
- I can use mathematical language like full empty, and positional language
- I can recognise numerals and count out corresponding objects and groups of objects
- I can record how many using tally marks
- I can order using positional language
- I can measure ingredients
- I can count and recognise some numbers to 5/10
- I can recognise shapes in the environment
- I can name simple 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 sort different sizes
- I can sort different shapes
- I can remember different shapes
- I can match pairs
- I can count and match numbers

Understanding the World

- I can press buttons to make things happen
- I can control a computer using a mouse or keyboard
- I can use a camera to take a picture
- I can use the microphone to sing a song
- I can talk about own experiences
- To talk about what I can see, taste, touch and know
- I know that plants grow from seeds and there are lots of fruits and vegetables that have seeds in them
- I can identify different modes of transport
- I can remember how to plant a seed
- I know how to look after seeds
- I can talk about a recent experience
- I can explore the ways in which water move
- I can talk about my journey to school
- I can talk about where I live and who lives there
- I can measure ingredients

- I can talk about my experiences
- I can talk about my family
- I can make different animal sounds
- I can talk about how plants grow
- I can talk about differences I have observed
- I can talk about a journey I have been on
- I can talk about going on a visit
- I can talk about different vehicles
- I can distinguish materials from how they feel and look

Expressive Arts and Design

- I can role play familiar experiences using appropriate narratives and vocabulary
- I can use available resources to create props to support role play
- I can use resources to complete my picture
- I can make a secondary colour from 2 primary colours
- I can experiment with drawing big and small shapes
- I can modify my creations and talk about it
- I can use the microphone to sing a song
- I can make a costume to perform in
- I can experiment with mark making
- I can draw my face using a mirror to copy features
- I can select appropriate materials to stick and complete my picture
- I can explore different media. and textures and use marks using tools
- I can move in different ways around the outdoor area
- I can dance and use my imagination when moving

- 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 copy a beat or rhythm
- I can role play a scenario from the story
- I can make different sounds with my voice

