

Nursery, Term 3B

Topic: Mini-beasts	
Summary of learning	
<p>The final half term prepares children for the transition to Reception. The topic 'mini-beasts' explores the environment and living things. Children participate in an educational visit to learn more about mini-beasts. Learning refines the core skills in communication, physical and PSED which will enable children to succeed at learning to read and write in Reception.</p>	
Freeflow Activities	Overview of directed teaching time
<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 ○ Outside 'sports day' 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 ● Beginning to recognise and name familiar letters ● 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 more complex 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 mini-beasts
Stories read in Term 3B:	
<ul style="list-style-type: none"> ○ The Very Hungry Caterpillar, by Eric Carle ○ The Very Quiet Cricket, by Eric Carle ○ Sharing a Shell, Julia Donaldson ○ If We Had a Sailboat, by Jonathan Emmett ○ Engines, Engines, by Lisa Bruce ○ Island Counting, by Frane Lessac ○ Once Upon a Tide, by Tony Mitton <p>A range of Non-Fiction texts including:</p> <ul style="list-style-type: none"> ○ Seaside Senses ○ At the Airport 	
Songs introduced in Term 3B:	
<ul style="list-style-type: none"> ○ Here is the Ostrich ○ Circle Song ○ Monkey, Monkey ○ Make a Circle ○ Bobby Shafto ○ We're All Going on a Summer Holiday 	

Learning Intentions during freeflow	Learning Intentions during teaching time
Communication and Language	
<ul style="list-style-type: none"> • I can talk about familiar experiences in the context of role play, book, story, or conversation • I can talk about favourite sandwich fillings • I can observe and talk about images on the screen • I can use sentences to talk to my friend; I can give and follow some instructions • I can discuss colour, shapes, patterns • I can talk about what I like and dislike and my own choices • Can show awareness of heavy/light, lot of/a little • To talk about what they are doing and (with support) modify their creations • I can talk about what will happen • I can talk about what I know and what I think • I can talk about the weather and what happens when it rains or the sun shines 	<ul style="list-style-type: none"> • I can join in with the songs • I can say hello to my friends • I can say goodbye to my parent/carer • 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 mini-beasts • I can describe what I can see • I can listen carefully to sounds and say what I can hear • I can name different instruments and describe their sounds • I can listen carefully to describing words and identify the fruit • I can talk about going on holiday • I can talk about different foods • I can talk about healthy and unhealthy foods • I can talk about how I feel •
Physical Development	
<ul style="list-style-type: none"> • I can crawl, creep, run, etc in, on, under and through large equipment in an obstacle course • I can play games where I have to balance, throw, run in and out • I can ride a bike • I can roll, squash and squeeze play dough and clay into the shape I need • I can use scissors to cut out a picture • I can make a mark to record my idea, label or name on paper • I can balance objects using my fingers • I can hold a pencil/pen/paintbrush to make accurate marks/drawings • I can use cooking tools appropriately • I can use scissors and one handed tools to decorate, cut out and stick • I can make finger prints with a controlled movement • I can use appropriate hand control to pour ingredients into bowl, mix • I can try new flavours • I can talk about what they like and dislike about food and flavours • I can eat and drink independently • I can show awareness of healthy foods 	<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 • 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 move like a caterpillar • I can respond to different sounds • I can use my sense of touch to identify fruit • I can use the touch screen to complete a game or activity • I can be creative using the computer •

Personal, Social and Emotional Development

- I can use sentences to talk to my friend
- I can follow instructions and complete a team game with my friends
- I can share the Nursery toys with my friends.
- I can work with an adult and concentrate for a long period of time on what I am doing
- I can choose from a selection of resources
- I can discuss my own choices
- I can talk about what I like and dislike
- I can try new flavours
- I can join in with the party
- I can join in confidently with dancing

- 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 make different movements to different sounds
- I can try new food
- I can identify different fruit
- I can talk about different foods
- I can talk about healthy and unhealthy foods

Literacy

- I can make a mark to record my idea, label or name on paper
- I can talk about how to read a book, turn the pages
- I can behave like a reader
- I can talk about the pictures and what is happening
- I can read some simple words
- I can say what sound I see
- I can talk about my own experiences in context to the book/story/conversation
- I can recognise the initial letter of my first name
- I can build better fine and gross motor skills
- I can give meaning to the marks I make
- I can hold a pencil/pen/paintbrush to make accurate marks/drawings.
- I can talk about what I am writing/drawing

- 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 sounds and say what I can hear
- I can match things that begin with the same sound

Maths

- I can count accurately up to 6 (or above)
- I can count out to 5/10
- I can recognise and match some numbers to 5/10
- I can count different objects in a set
- I can count out objects from a group
- I can count and match spots on the die
- I can match shapes
- I can make simple pattern
- I can match objects by colour and name them
- I can use mathematical language like full empty, and positional language to support their building
- I can join in with a maths game cooperatively
- I can follow a map around the setting and find the creatures (links to our tropical wings visit)

- 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
- I can make a repeating pattern
- I can use a die to complete a puzzle
- I can count the number of sounds
- I can use directions to move the 'Beebo'
- I can use a 'Beebo' to get to a target

Understanding the World

- I can talk about favourite sandwich fillings
- I can use mouse/touch screen to move or select an object on screen
- I can observe and talk about images on the screen
- I can click on icons to choose an activity
- I can use a tape recorder/karaoke machine singing along into the microphone
- I can use metal detectors to find hidden treasure
- I can press a button to make the walkie-talkie work
- I can discuss the features of insects/mini beasts
- I can talk about my own experiences in context to the book/story/conversation
- I can begin to talk about changes – what is happening to the caterpillars
- I can talk about mini-beasts I can see
- I can observe and discuss the different features and colours of live caterpillars and butterflies
- I can remember how to plant a seed
- I can talk about what will happen

- 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 mini-beasts
- I can distinguish materials from how they feel and look
- I can talk about the life cycle of a butterfly
- I can name parts of a caterpillar
- I can identify different fruit
- I can listen carefully to describing words and identify the fruit
- I can talk about going on holiday

- I know how to look after seeds and plants
- I can talk about what I know and what I think
- I can talk about the environment around me
- I can talk about the weather and what happens when it rains or the sun shines
- I can choose and print a favourite photo

Expressive Arts and Design

- I can talk about familiar experiences in the context of role play
- I can select dressing up clothing to support role play
- I can paint using brushes and sponges
- I can create a picture using my imagination
- I can explore a range of materials
- I can make a picture using things I have observed and collected
- I can make my play dough or clay look like an insect or mini beast.
- To be able to represent a creature using different materials
- I can fold paper and use scissors to create a symmetrical butterfly
- I can make finger prints with a controlled movement
- I can make different rhythms, beats and sounds with instruments
- I can experiment with sounds
- I can use a tape recorder/karaoke machine singing along into the microphone
- 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 be creative using the computer
- I can name different instruments and describe their sounds
- I can make different sounds with my voice
- I can copy movements
- I can move like a caterpillar