

Journeys

Nursery Summer 2	Book Focus <i>The Train Ride by June Crebbin</i>	Songs and Rhymes <i>Down at the station, The wheels on the bus, Row, row, row your boat</i>	Enhancement <i>Visit Benwell Nature Park, Big Toddle</i>
<p>Communication and Language</p> <p>Listening and Attention: Listens to others in one-to-one or small groups, when conversation interests them. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understanding: Understands use of objects. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. Speaking: Can retell a simple past event in correct order. Explain what is happening and what will happen next. Builds up vocabulary that reflects their experiences. Uses talk in pretending that objects stand for something else in play.</p>	<p>Personal, Social and Emotional Development</p> <p>Making Relationships: Seeks out companionship with adults and other children, sharing experiences and play ideas. Uses their experiences of adult behaviours to guide their social relationships and interactions.</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p> <p>Sense of Self: Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Understanding Emotions: Expresses a wide range of feelings in their interactions with others and through their behaviour and play. Talks about how others might be feeling.</p>	<p>Physical Development</p> <p>Moving and Handling: Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. Creates lines and circles pivoting from the shoulder and elbow.</p> <p>Health and Self-Care: Can name and identify different parts of the body. Willing to try a range of different textures and tastes and expresses a preference. Working towards a consistent, daily pattern understands why this is important. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Dresses with help.</p>	<p>Characteristics of Effective Teaching and Learning:</p> <p>Playing and Exploring ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p>Active Learning MOTIVATION Being involved and concentrating Keep Trying Enjoying and achieving what they set out to do</p> <p>Creative and Critical Thinking THINKING Having their own ideas Making Links Working with ideas</p>
<p>Listen with increasing attention to others as they speak during small group sessions. Beginning to maintain attention and concentrate for longer periods. Follow a simple instruction using positional language. Speaking with greater confidence to a variety of adults and peers in school, discussing different thoughts, opinions, and needs. Sticking to one theme or intention when speaking during small group times, or during Plan, Do, Review. Beginning to develop an ability to understand more difficult how and why questions and beginning to answer them themselves. Discuss different journeys we might go on, or different journeys people make such as by train, plane, foot, car, boat ect – is there any the children want to know more about? Talk about the different types of journeys we can make. Go on a journey around the schools grounds. Discuss what can you see, hear, smell, touch.</p>	<p>Physical Health and Mental Wellbeing Growing and Changing Keeping Safe</p> <p>Continue to build good relationships with adults or peers through different experiences, social situations and through play. Manage their emotions in the expected way and manor when the need arises. Explore the awareness that their actions can affect others and attempts to comfort others when they may have upset them when the opportunity arises. Developing the ability to identify emotions and seek adult support when needed. Take part in expected tasks and routines.</p>	<p>Play a traffic light movement game. As you call out the traffic light colours, children should stand still for red, jump for amber and run around for green. You could add extra movements, such as running fast for a motorway or lining up behind each other and walking for a traffic jam. Make some Paper helicopters for children to explore in an outside area. Encourage them to explore throwing the helicopters into the air and see if they can catch them. Beginning to develop skill and increasing control over objects such as beanbags, balls and other large and small equipment used for Sports Day Continue to independently access snack and have the confidence to try new things. Take part in Nursery's big toddle and sports day.</p>	

<p>Literacy</p> <p>Reading: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begins to be aware of the way stories are structured, and to tell own stories. Talks about events and principal characters in stories and suggests how the story might end. Shows interest in illustrations and words in print and digital books and words in the environment. Looks at and enjoys print and digital books independently. Hears and says the initial sound in words. Begins to segment the sounds in simple words and blend them together.</p> <p>Writing: _____ Includes mark making and early writing in their play. Sometimes gives meaning to their drawings and paintings</p>	<p>Mathematics</p> <p>Compares two small groups of up to five objects. Up to ten? Practise counting verbally as far as they can go with the aim to count up to ten. Beyond ten? Points or touches each item, saying one number for each item recognising that the last number said represents the total counted so far. Links numerals with amounts up to 5 and maybe beyond. Begin to recognise numerals 0 to 10. Subitises one, two and three objects (without counting). Responds to and uses language of position and direction. Responds to common shape names. Shows awareness of shape similarities and differences between objects. Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. Recalls a sequence of events in everyday life and stories.</p>	<p>Understanding the World</p> <p>People and Communities: Shows interest in the lives of people who are familiar to them. Enjoys joining in with family customs and routines. Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life.</p> <p>The World: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows care and concern for living things and the environment.</p> <p>Technology: Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>Expressive Arts and Design</p> <p>Creating with materials: Explores and learns how sounds and movements can be changed. Enjoys joining in with moving, dancing and ring games. Sings familiar songs. Taps out simple repeated rhythms. Continues to explore colour and how colours can be changed. Uses various construction materials. Uses tools for a purpose.</p> <p>Being Imaginative and Expressive: Notifies what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play Plays alongside other children who are engaged in the same theme Uses movement and sounds to express experiences, ideas and feelings Experiments and creates movement in response to music, stories and ideas Sings to self and makes up simple songs Creates sounds, movements, drawings to accompany stories</p>
<p>Phase 1 letters and sounds Aspect 7 – oral blending Take a story book to share at home. Make a representation of their name. Send a postcard from a place/holiday etc. Make a representation of their name. Listen to and interact with a variety of stories, including The Train Ride. Explore mark making based on interests.</p>	<p>Order objects by size, weight, capacity, number of. 1:1 correspondence 1-10, displayed through counting different objects or manipulatives Representations of 1-10 explored through different types of representation eg numicon, numerals, objects, movements, dots. Rote counting 1-10 and 10-0.</p>	<p>Awareness of seasons – spring leading to summer.</p> <p>Discussing our new schools and new friends/transition to Reception. Celebrating Father’s Day by making gifts and talking about why our Dads are special. Maintaining the plants from the vegetable patch. Visiting a nature park to experience a journey via bus and journey outside. Explore forest school and enjoy activities such as crown making, journey bracelets, potion making etc. Create a simple picture or representation using a computer or a vehicle or a destination. Chn to discuss roads and cars and then road safety awareness/role play.</p>	<p>Role play train ride/aeroplane journey, and a travel agent office in home corner where children can begin to engage in imaginative play based on their own or other children’s ideas and experiences. Create a Father’s Day card using different methods. Make a junk model vehicle in the junk modelling, this could be a train/plane/car/boat based on the children’s interests to explore different ways of connecting materials together. Exploring what happens when they mix colours and how to make a colour Building and constructing with a clear purpose and the tools they need to achieve it Go on a paint walk outside using big rolls of paper, paint and paintbrushes, and get the children to walk along the paper and use paintbrushes as they go.</p>