*Braywood CE First School The Acorn Nursery*

 *Topic Programme of Work*

*‘Aspire, Learn, Achieve’*



*‘From tiny acorns, mighty oak trees grow, watered and nurtured by God’*

Topics are literacy based and therefore shadow the BIG Write to develop Oracy. They will include lots of work based around stories.

Topic will not just be taught during discrete lessons but also though

* Literacy Sessions
* Continuous Provision
* Stories, such as ‘Pig in the Pond’.
* General discussion and chat during Snack time.
* Observing the environment.

The curriculum also allows for Child initiated activities for example, following on from books chosen by the children, e.g. The Hungry Caterpillar,

Overview

|  |  |
| --- | --- |
|  | **Topic** |
| **Autumn Term 1** | Marvellous Me – Getting to know each other. |
| **Autumn Term 2** | Who goes woof? (Pets & other animals on the Farm) |
| **Spring Term 1** | What can I be? (Occupations) |
| **Spring Term 2** | What is in my egg? (Dinosaurs & Ducklings) |
| **Summer Term 1** | Splish, splash, splosh – What lives in water? |
| **Summer Term 2** |

****

**Autumn Term 1**

Marvellous Me – Getting to know each other.

|  |  |
| --- | --- |
| Communication and Language  | * Set up a senses station. Ask the children to close their eyes and encourage them to feel, smell, look at and listen to a range of objects. Can they use a wider range of vocabulary to talk about the objects?
* Encourage children to answer questions about themselves. In a group, children can take it in turns to roll the dice or choose a card. The adult can read the question and children can take it in turns to answer.
* Provide the children with a mirror. Explain that it is a magic mirror. Encourage the children to look at themselves in the mirror and describe what they see in short sentences.
 |
| * Read individual letters by saying the sounds for them.
* Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
* Write some or all of their name.
* Write some letters accurately.
* Enjoy listening to longer stories and can remember much of what happens.
* Pay attention to more than one thing at a time, which can be difficult.
* Use longer sentences of four to six words.
 |
| Personal, Social and Emotional Development | * Teach the children the song ‘If You’re Happy and You Know It’. Change the lyrics so that you change the emotion each time, such as happy, sad, angry, excited. Encourage children to think of an action to represent each emotion in the song.
 |
| * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
* Understand gradually how others might be feeling.
 |
| Physical Development | * Talk to the children about keeping healthy. Provide a selection of fruits. Work together to make a fruit salad, providing child-friendly knives to cut the fruit. They may like to eat it when it is finished, using a fork.
* Explore the importance of exercise and why we need to be active with the children. Teach the children a selection of active games that they can play together in a large space or outdoor area that the children can then begin to play together independently without adult support.
* Provide music that provokes different emotions, such as Offenbach’s ‘Orpheus in The Underworld’ for feelings of excitement or ‘Adagio in G Minor’ by Albinoni for sadness. Offer large pieces of paper and crayons, encouraging children to use large-muscle movements to make marks in response to the music.
 |
| * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
* Skip, hop, stand on one leg and hold a pose for a game like musical statues.
* Use large-muscle movements to wave flags and streamers, paint and make marks.
 |
| Literacy | * Encourage children to draw pictures of themselves, their friends or family in the photo frames then put them on a display.
* Draw an outline of a child on the ground in chalk and draw some pre-writing shapes inside, such as swirls, lines and crosses. Leave chalk and encourage the children to fill the outline with the different shapes.
* Provide each child with a name card and lay them out on a table. Encourage children to find their name then use magnetic letters to build it.
* Offer an outline of different letters of the alphabet. Encourage children to choose the letter at the start of their name. Provide different materials to decorate the letter. Can they say what letter it is? Can they think of other words that start with the same letter?
 |
| * Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word

recognise words with the same initial sound, such as money and mother* Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
 |
| Mathematics | * Encourage the children to write their name on a piece of a paper. Can they count how many letters are their name? Compare their name to a friend’s name. Whose name has more letters? Whose name has fewer?
* Provide children with a selection of building blocks in different shapes. Ask them to make a model of their home. Can they select the shapes they need for building and combine shapes to create the house?
* Play a ‘Where Am I?’ game with the children. Take a photo of yourself and laminate it. Hide yourself in different places around the setting. Ask the children ‘Where am I?’ Encourage them to use positional language to describe where you are.
 |
| * Say one number for each item in order: 1,2,3,4,5.
* Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
* Combine shapes to make new ones – an arch, a bigger triangle etc.
* Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
* Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
 |
| Understanding the World | * Ask children to bring in baby pictures from home. Compare pictures of the children as babies to now. How have they changed? What can they do now that they could not do as babies?
* Provide children with ink pads. Encourage them to make a fingerprint on a piece of paper. Ask the children to look at their fingerprint and compare it to their friend’s fingerprints. Can the children talk about what they notice?
 |
| * Begin to make sense of their own life-story and family’s history.
* Continue developing positive attitudes about the differences between people.
 |
| Expressive Arts and Design | * Learn a range of songs that relate to bodies, such as ‘Head, Shoulders, Knees and Toes’ and ‘The Hokey Cokey’. Sing these regularly to encourage children to learn the entire song.
* Can the children draw different shapes on the faces (Laminated) to make glasses, moustaches or hair to make funny faces? Can they do they same with playdough?
* Encourage children to explore colour mixing by creating different skin tones that they need when making a painting of themselves. Display all the paintings together to create a mural.
 |
| * Remember and sing entire songs.
* Sing the pitch of a tone sung by another person (‘pitch match’).
* Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
* Draw with increasing complexity and detail, such as representing a face with a circle and including details
* Explore colour and colour-mixing.
 |

**Autumn Term 2**



Who goes woof?

(Pets & other animals on the Farm)

|  |  |
| --- | --- |
| Communication and Language  | * Encourage children to talk about and name different types of pets. Introduce new vocabulary for children to use, such as the names of different types of pets and adjectives.
* Play a describing game using photos of the children’s pets or [Pet Photos](https://www.twinkl.co.uk/resource/t-m-141-pet-display-photos). Say a sentence describing one of the animals for children to identify. Then, invite children to say a sentence of four to six words to describe one of the animals for others to identify.
* Set up a pet show using soft toys. Invite children to talk about the different pets, describe them and use talk to organise themselves and their play. Can they say which pet should win a prize in the show and why?
 |
| * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
* Start a conversation with an adult or a friend and continue it for many turns.
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
* Use a wider range of vocabulary.
* Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
 |
| Personal, Social and Emotional Development | * Have a soft toy pet, such as a puppy or a kitten, ‘visit’ the setting. Tell the children that it is feeling sad and worried. How can the children help? What could they do to help the pet feel safe and happy?
* Set up a role-play vet’s surgery. Encourage the children to play together, extending and elaborating ideas about how to look after the animals.
* Provide a range of soft toy pets, empty cardboard packaging and construction toys. Encourage children to work together to build homes for the different animals. Can they select and use the resources to build a home for each animal’s needs?
* Encourage children to develop their sense of membership as part of the community by talking about local animal charities or animal shelters. The children could send pictures, letters or cards to them. They could also have a fundraising day to raise money.
 |
| * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
* Develop their sense of responsibility and membership of a community.
 |
| Physical Development | * Invite children to explore different movements and balancing by playing a pet-themed movement game. Say the name of a pet and encourage children to move around a large space like that animal.
* Provide paper cut-outs of for example dogs. Invite children to give the dogs some spots by using large tweezers to place pom-poms onto the cut-outs.
* Children can practise using scissors to make snips into the top of a cardboard tube. The tubes can then be decorated to look like parrots or cockatoos. Children could make snips into ovals of paper for the tail and wings too.
 |
| * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
* Use one-handed tools and equipment, for example, making snips in paper with scissors.
 |
| Literacy | * Encourage children to use their knowledge of print and letters in their early writing to write a list of animals that they might see in a pet shop.
* Can they find a rhyming word for each type of pet?
* Alliteration game – Coco the cat always names her kittens starting with the same letter. Invite children to group kittens by the initial sound in their name.
 |
| * Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word

recognise words with the same initial sound, such as money and mother.* Write some letters accurately.
 |
| Mathematics | * Explore positional language by placing a soft toy pet into different places around the setting. Encourage children to describe where the toy is hidden.
* Use sponge printing to create ABAB patterns of coloured paw prints. Encourage the children to describe, extend and create repeating patterns of paw prints.
* Create a pet pictogram with the children. Encourage children to draw a picture of their favourite pets and place onto a simple pictogram table. Talk about which pet was the most popular in the group. Children could complete this activity as a class or in smaller groups.
 |
| * Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
* Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
* Extend and create ABAB patterns – stick, leaf, stick, leaf.
* Notice and correct an error in a repeating pattern
 |
| Understanding the World | * Invite a local vet into the setting to talk to the children about their job.
* Set up a vet’s surgery role-play area. Provide soft toy animals and talk about how to care for animals. Discuss what they need.
 |
| * Understand the key features of the life cycle of a plant and an animal.
* Begin to understand the need to respect and care for the natural environment and all living things.
 |
| Expressive Arts and Design | * Provide a range of materials with different textures for children to explore and use in collage activities to decorate large cut-outs of different pets.
* Provide paint and invite children to explore colours and colour mixing to paint pictures of their pets or a pet they would like. Can they mix colours to match their pets?
* Ask children to share photos of their pets. Provide pencils and crayons for children to use to draw pictures of their pets.
* Invite children to create their own version of the song ‘Old MacDonald Had a Farm’, replacing the farm animals with pet sounds.
* Use percussion instruments to make sounds to represent different pets. Encourage the children to think about which instrument would be best for the smallest/largest animals and how they should be played (quiet/loud, slow/fast).
 |
| * Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
* Draw with increasing complexity and detail, such as representing a face with a circle and including details
* Explore colour and colour-mixing.
* Create their own songs or improvise a song around one they know.
 |

**Spring Term 1**

What can I be? (Occupations)

|  |  |
| --- | --- |
| Communication and Language  | * Dress up for example as a doctor. Can the children work out who you are? Ask the children if they have ever been to the doctors. Can they tell you what happened when they went?
* Encourage children to engage in sustained shared thinking using a selection of ‘I wonder’ conversation starters. Such as, ‘I wonder what would happen if someone was finding it hard to swim in the sea.’ or ‘I wonder what would happen if someone fell and broke their arm.’
* Place ‘poorly’ soft toys with plasters and bandages for the children to read to.
 |
| * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
* Start a conversation with an adult or a friend and continue it for many turns.
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
 |
| Personal, Social and Emotional Development | * Invite various Occupations in to discuss what they do. E.g. Firemen, Vet, Police, Solider.
* Show the children a doll and say she is poorly and feeling sad. Have any of the children ever felt sad? Discuss what they could do to help the doll to feel happy again. What helps the children to feel happy?
* Outside, draw a road onto the floor with chalk and add a high visibility jacket, a lollipop sign. The children can pretend to be a lollipop person and help others to cross the road. Can they decide how to take turns with the sign and the vehicles?

  |
| * Play with one or more other children, extending and elaborating play ideas.
* Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
* Develop appropriate ways of being assertive.
* Talk with others to solve conflicts.
* Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
 |
| Physical Development | * Give the children with red, orange and yellow large outdoor chalks. Can they use them to draw giant flames on a wall outside? Can they then become firefighters and use brushes with water to put out the flames?
 |
| * Use large-muscle movements to wave flags and streamers, paint and make marks.
* Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
 |
| Literacy | * Create a role-play area, such as a Vet’s Surgery. Ensure it contains print that has different purposes. What writing is there? What is it for?
* Can the children help the lollipop people by recognising different types of transport? Show different vehicles, such as a boat or lorry and ask the children to clap syllables in the word.
* Help the police officers to create new police badges. Do the children want to write anything on the badges?
* Display a range of books, both fiction and non-fiction about people who help us. You might find this Book List helpful.
* Draw or print a large picture of a police officer or firefighter. Ask the children to tell you what they know about that person’s job. Model writing key points and explain you are writing to help you remember what the children say. Do before and or after visit.
 |
| * Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word recognise words with the same initial sound, such as money and mother
* Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
* Understand the five key concepts about print: print has meaning, print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing.
* Write some letters accurately.
 |
| Mathematics | * Set up three chairs in a row. Ask the children to help the vet by telling them how many pets are waiting. Place one, two or three animals on the chairs and ask the children what they see. Encourage the children to subitise (recognise the amount without counting).
* Sing, 5 Brave Firefighters rhyme with the children and encourage them to show ‘finger numbers’ as they sing.
* Provide the children with 2D and 3D shapes and challenge them to make for example an emergency vehicle. Can they explain why they used shapes for certain parts of the vehicle, such as the wheels?
 |
| * Say one number for each item in order: 1,2,3,4,5.
* Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
* Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
* Show ‘finger numbers’ up to 5.
* Combine shapes to make new ones – an arch, a bigger triangle etc.
* Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
 |
| Understanding the World | * Encourage children to imagine what a firefighter experiences as they use their own senses and feel cold water, heavy items of clothing and a hose pipe.
* Create a dentist curiosity cube containing items, such as a toothbrush, toothpaste, safety goggles and model teeth. Name the items and provide time to discuss them.
* Place [People Who Help Us Flashcards](https://www.twinkl.co.uk/resource/t-t-11415-people-who-help-us-flashcards) in a large activity tray. Cover them with sand/rice/lentils. As the children discover them, what can they tell you about each photograph?
* Set up a small world coastguards and lifeboats with toy boats and people.

Provide a range of materials for children to have a go at making their own boat to test on the water.* Encourage the children to draw maps and create a world for the small world people to live in.
* Provide wet sand and wooden blocks for the children to have a go at building a wall using ‘cement and bricks’.
* Offer vehicles for the children to make tracks in the sand. Do all of the vehicles leave the same tracks?
 |
| * Use all their senses in hands-on exploration of natural materials.
* Explore collections of materials with similar and/or different properties.
* Talk about what they see, using a wide vocabulary.
* Show interest in different occupations.
* Explore how things work.
 |
| Expressive Arts and Design | * Offer a range of role play costumes for children to put on independently, preferably with buttons and zips!
* Set up a Post Office Role-Play Area for children to weigh parcels OR Create a role-play Fire Station including firefighter costumes, helmets and boots, buckets, a telephone and notepad. Large cardboard boxes could be painted to look like fire engines. OR a vets……
* Stand in a large cardboard box and pretend it is an ambulance. Make a siren noise and say you are going to the hospital. Provide the children with other large cardboard boxes. What does their box turn into?
* Provide the children with large cardboard cut-outs of emergency vehicles. Give them scraps of material, tissue paper, glue and masking tape to add to the cut-outs.
* Paint a man looking sad because his dog is poorly and then happy once the vet has made his dog better. Can the children paint people taking their pets to the vets? What expressions will they paint?
* Offer instruments and noisemakers to create siren sounds.
* Offer a range of warm-coloured paints for children to mix and create fire pictures.
* Encourage children to drive small world vehicles through paint and explore the marks they make.
 |
| * Take part in simple pretend play, using an object to represent something else even though they are not similar.
* Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
* Explore different materials freely, to develop their ideas about how to use them and what to make.
* Develop their own ideas and then decide which materials to use to express them.
* Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
* Explore colour and colour-mixing.
* Play instruments with increasing control to express their feelings and ideas
 |

**Spring Term 2**

What is in my egg? (Dinosaurs & Ducklings)

|  |  |
| --- | --- |
| Communication and Language  | * Set up a dinosaur role-play area. Provide dinosaur masks and soft toys. Encourage the children to use talking to organise themselves and their play.
* Encourage children to use a wider range of vocabulary and longer sentences by playing a speaking game. After exploring some different types of dinosaurs, play the speaking game ‘If I was a dinosaur for a day…’. Allow the children to finish the sentence, saying which dinosaur they would like to be and why.
* Explore the names of different types of dinosaurs and explore saying multisyllabic words, such as ‘Pterodactyl’ or ‘Tyrannosaurus’.
 |
| * Use a wider range of vocabulary.
* Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
* Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
* Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
* Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh, multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
 |
| Personal, Social and Emotional Development | * Encourage children to select and use resources to build a large dinosaur. Support them to work together to build a dinosaur that is taller than them or that stretches across the carpet. Can they achieve their goal?
* Invite children to take turns and develop confidence when leading an activity by providing a dinosaur mask for children to use to lead a game of ‘follow-my-leader’. Support children to follow the rules of the activity and take turns to lead the game.
* Encourage the children to work together to help set up a dinosaur-themed role-play area. Encourage children to extend and elaborate their play ideas, and to talk about ways to create and use the area.
 |
| * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
* Play with one or more other children, extending and elaborating play ideas.
* Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
* Develop appropriate ways of being assertive.
* Talk with others to solve conflicts.
 |
| Physical Development | * In the water tray, create a dinosaur swamp. Children can practise using one-handed tools, such as large tweezers, spoons, tongs or scoops, to rescue small world dinosaurs from the swamp.
* On a sunny day, provide a roll of paper in the outside area. Stand some toy dinosaurs up along the paper and observe the shadows they make. Children can practise gripping and controlling pens or pencils to draw round the shadows of the dinosaurs.
* Play a dinosaur movement game like musical statues. Invite children to move around as different types of dinosaurs until the teacher shouts ‘ice age’. Then, the children have to freeze and balance.
 |
| * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
* Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
* Use one-handed tools and equipment, for example, making snips in paper with scissors.
* Use a comfortable grip with good control when holding pens and pencils.
* Show a preference for a dominant hand.
* Start taking part in some group activities which they make up for themselves, or in teams.
 |
| Literacy | * Encourage children to engage in conversations about stories and learn new vocabulary by providing dinosaur toys and small world setting. As a group, create your own dinosaur stories.
* Create a small world dinosaur scene. Invite each child to place a dinosaur of their choice into the scene and write their name on a list to show their choice – ideal for practising name writing.
 |
| * Engage in extended conversations about stories, learning new vocabulary.
* Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
* Write some or all of their name.
* Write some letters accurately.
 |
| Mathematics | * Encourage children to make comparisons relating to size and length by cutting out a large dinosaur footprint from paper. Invite children to compare the length of footprint to other items around the setting.
* Use a toy dinosaur to explore position. Hide the dinosaur around the setting for children to find and describe its location.
* Practise subitising by drawing up to three dots onto a dinosaur outline. Encourage children to talk about what they can see and how they see it.
* Add some dinosaur pictures and toy dinosaurs to a large activity tray for children to try to sort and match.
* Fill three different-sized boxes with rocks, grass and leaves. Hide a different number of dinosaurs in each dinosaur den for the children to count.
* Rescue big and small dinosaurs from a swamp. Invite children to put the rescued dinosaurs in size order.
 |
| * Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
* Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
* Make comparisons between objects relating to size, length, weight and capacity.
* Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
* Make comparisons between objects relating to size, length, weight and capacity.
 |
| Understanding the World | * Hide some pictures of fossils for the children to investigate with magnifying glasses. Discuss with the children what these could be and how they relate to dinosaurs. Encourage children to talk about what they can see using a wide range of vocabulary.
* In an outside area, draw chalk outlines of dinosaurs. Encourage children to explore natural materials as they decorate the dinosaurs.
* Children could explore forces by attaching paperclips to paper dinosaurs. Challenge children to explore magnetic forces by using magnets to make the dinosaurs move around a paper small world background.
* Freeze dinosaurs inside balloons to create eggs. The children can investigate melting as they try to free the dinosaurs.
 |
| * Use all their senses in hands-on exploration of natural materials.
* Explore collections of materials with similar and/or different properties.
* Talk about what they see, using a wide vocabulary.
* Explore how things work.
* Explore and talk about different forces they can feel.•
* Talk about the differences between materials and changes they notice.
 |
| Expressive Arts and Design | * Invite children to use instruments to express their feelings and ideas about dinosaurs and how they moved. Provide instruments for the children to explore what sounds the different dinosaurs might make.
* Children can explore using salt dough and different materials to make fossils. Invite children to explore pressing natural materials and small world dinosaurs into the salt dough to create different patterns, shapes and textures.
* Challenge children to explore colour mixing to paint dinosaurs of different colours. Can they find which colours create green, pink, purple or orange?
* Invite children to set up some homes for the different dinosaurs using small dinosaur toys, rocks, sticks and leaves.
* Create fossils with small groups of children using salt dough and small plastic dinosaurs.
* Add pasta to the play dough area for the children to use to create dinosaurs with spikes and horns.
* Use small world dinosaurs to make dinosaur tracks by dipping their feet in paint. Can the children talk about what happens to the colours when the paints mix?
 |
| * Play instruments with increasing control to express their feelings and ideas.
* Explore different materials freely, to develop their ideas about how to use them and what to make.
* Develop their own ideas and then decide which materials to use to express them.
* Join different materials and explore different textures.
* Explore colour and colour-mixing.
* Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
 |

**Summer Term**

****

Splish, splash, splosh – What lives in water?

|  |  |
| --- | --- |
| Communication and Language  | * Introduce an under the sea topic or activity by using an Under the Sea Video PowerPoint. Encourage the children to talk about what they see in the videos using longer sentences and new vocabulary.
* Create a Submarine Role-Play Area. Use a large cardboard box to create the submarine. Provide cardboard tube periscopes, small world sea creatures along with role-play snorkels and oxygen tanks for underwater adventures. Invite children to use talk to organise their play as they use the role-play vehicle.
 |
| * Use a wider range of vocabulary.
* Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
* Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
* Use longer sentences of four to six words.
* Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
* Start a conversation with an adult or a friend and continue it for many turns.
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
 |
| Personal, Social and Emotional Development | * Encourage children to select and use resources to build a large submarine. Support them to work together to build a submarine that they can sit inside. They could use large construction toys or empty cardboard boxes.
* Invite children to work together and follow simple rules to play a parachute game. Place a soft toy dolphin/fish onto a parachute and ask the children to work together to make the dolphin jump! Challenge them to make the dolphin/fish jump high into the air or swim low to the ground.
 |
| * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
* Play with one or more other children, extending and elaborating play ideas.
* Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
* Increasingly follow rules, understanding why they are important.
* Remember rules without needing an adult to remind them.
* Develop appropriate ways of being assertive.
* Talk with others to solve conflicts.
 |
| Physical Development | * Provide children with beads and pipe cleaners. Encourage them to thread the beads onto the pipe cleaners to create necklaces for a mermaid.
* Make some blue jelly to represent the sea. Add plastic sea creatures in the mixture and leave it to set. Provide the children with tweezers and encourage them to get the sea creatures out of the jelly.
* Encourage children to practise using scissors to make snips around the bottom of a cardboard tube. The tubes can be decorated and the cut strips can be curled back to make the legs of an octopus or jellyfish.
* In an outside area, provide some long strips of backing paper or wallpaper. Provide children with large brushes along with blue, green and white paint. Children can use large-muscle movements to paint long wavy lines to create sea pictures
 |
| * Use one-handed tools and equipment, for example, making snips in paper with scissors.
* Use large-muscle movements to wave flags and streamers, paint and make marks.
 |
| Literacy | * Explore words that start with the same initial sound, as for example a shell. Provide a small selection of bucket posters and shells. Encourage children to listen carefully to the initial sounds as you sort the shells together.
* Spread a thin layer of blue-coloured sand into a tray. Create ‘seaweed wands’ by attaching strips of green tissue paper onto the end of brushes. Children can practise writing their name in the sand.
* Provide white wax crayons for children to write secret underwater messages for their friends. Provide watery, blue paint for them to paint over the top of the hidden messages to reveal them.
 |
| * Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word recognise words with the same initial sound, such as money and mother.
* Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
* Write some or all of their name.
* Write some letters accurately.
 |
| Mathematics | * Practise finger counting to play a starfish maths game. Say a number for children to show you that number of fingers. When you say ‘starfish’ children need to show you all five fingers, spread out like a starfish.
* Invite children to look at a picture of a fish and talk about the 2D shapes they find using formal and informal language.
* Practise subitising using shells. Place a small number of shells into a tray for children to subitise. Rearrange the shells and encourage children to talk about what they see.
* In a water tray, provide some bottles of different shapes and sizes along with jugs and funnels. Colour the water blue and invite children to compare capacity as they make ocean bottles.
* Create a pattern using small world sea creatures. Leave additional sea creatures alongside for children to explore and complete the pattern.
* Write numerals one to ten onto some buckets. Provide children with some shells to count into each bucket.
 |
| * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
* Recite numbers past 5.
* Say one number for each item in order: 1,2,3,4,5.
* Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
* Show ‘finger numbers’ up to 5.
* Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
* Make comparisons between objects relating to size, length, weight and capacity.
* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.
* Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
* Extend and create ABAB patterns – stick, leaf, stick, leaf.
* Notice and correct an error in a repeating pattern.
 |
| Understanding the World | * Set up a rock pool large activity tray with sea creatures, rocks, sand and water. Encourage the children to explore the rock pool and talk
* Create an ocean-themed water tray. Add some small world sea creatures along with some cellophane seaweed. Encourage the children to talk about what they can find in the water and use new vocabulary to describe the different creatures.
* Freeze some small world fish inside ice cubes. Place these in a large activity tray or water tray for children to explore.
* Provide some Bubble Mixture and bubble wands for children to use to explore blowing bubbles.
* Plant and care for a sunflower seed.
 |
| * Use all their senses in hands-on exploration of natural materials.
* Explore collections of materials with similar and/or different properties.
* Talk about what they see, using a wide vocabulary.
* Talk about the differences between materials and changes they notice.
* Explore how things work.
* Begin to understand the need to respect and care for the natural environment and all living things.
* Plant seeds and care for growing plants.
* Understand the key features of the life cycle of a plant and an animal.
 |
| Expressive Arts and Design | * Play the children some whale music and provide large sheets of paper and crayons. Children can use drawings to represent their thoughts and feelings as they listen to the music.
* Provide some blue, green and white paint for children to explore colour and colour mixing. Children can explore and mix the colours and use them to create an under the sea painting.
* Provide a range of empty packaging for children to use to make submarine models. Invite children to explore the different materials and how to join and decorate them.
* Explore wax-resist techniques to decorate some Sea Creature Templates. Invite children to use white wax crayons to draw details onto the blank sea creatures and then paint over the top with watery paint to reveal their designs.
 |
| * Play instruments with increasing control to express their feelings and ideas.
* Listen with increased attention to sounds.
* Respond to what they have heard, expressing their thoughts and feelings.
* Explore colour and colour-mixing.
* Explore different materials freely, to develop their ideas about how to use them and what to make.
* Develop their own ideas and then decide which materials to use to express them.
* Join different materials and explore different textures.
* Take part in simple pretend play, using an object to represent something else even though they are not similar.
 |