

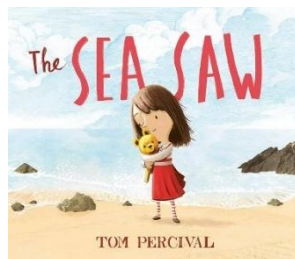
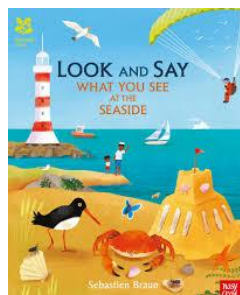
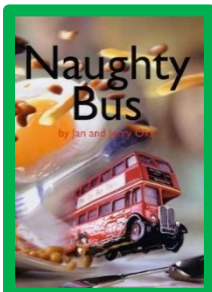


Key Learning

Directed Activities

Literacy and Phonics

Key Texts



Key Songs / Rhymes:  
 Row, row, row your boat  
 The wheels on the bus  
 1,2,3,4,5 once I caught a fish alive

- Alliteration
- Blending
- Segmenting
- Bus
- Naughty

- Nursery will be learning to:
- Understand 'why' questions
  - Understand the five key concepts about print
  - Develop their phonological awareness
  - Enjoy listening to longer stories and can remember much of what happens.
  - Engage in extended conversations about stories, learning new vocabulary.
  - Write some or all of their name.
  - Use a comfortable grip with good control when holding pens and pencils.
  - Write some letters accurately.

This half term, Nursery will continue to explore *Supersonic Phonic Friends – Firm Foundations One*, with a focus on oral blending and segmenting, while revisiting previously taught aspects. The children will have daily opportunities to develop their name recognition and name writing skills, alongside gross and fine motor activities, including Dough Disco.

Our key text is *Naughty Bus* by Jan and Jerry Oke. Through shared reading and discussion, the children will make predictions about the story, talk about characters and events, and develop their understanding of the text. They will respond to the story through drawing, painting, construction and mark-making activities, giving meaning to their creations and using initial sounds to label their work. As they become familiar with the story, the children will recall key events and use their imagination to think about what the Naughty Bus might do next. To finish the unit, the children will become authors and create their own class story, *Naughty Car*. Together, they will plan the story, create illustrations, and share their finished book with other classes in school.

Maths

- Pattern
- Count
- More
- Less
- Equal
- Balance
- Heavy
- Light
- First
- Capacity

- Nursery will be learning to:
- Recognise, continue and correct simple repeating and growing patterns.
  - Develop one-to-one correspondence when counting objects to 5 and beyond.
  - Explore the concepts of one more and one less.
  - Compare quantities using the language of more, less and equal.
  - Investigate weight and balance through practical activities.
  - Use sequencing language to order events and describe routines.
  - Develop subitising skills by recognising quantities to 5 without counting.
  - Apply counting principles, including cardinality and stable order.
  - Compare and describe the capacity of different containers.
  - Explore and compare the size and weight of objects.

This half term, Nursery will develop their mathematical understanding through stories, practical activities and investigations. The children will explore repeating and growing patterns, practise counting with one-to-one correspondence, and learn about one more and one less. They will investigate weight and balance using scales and everyday objects, comparing which items are heavier, lighter or equal. The children will also develop their understanding of sequencing by ordering events from stories and their daily routines using language such as first, next and last. Through games and hands-on activities, they will strengthen their subitising skills, recognising quantities to 5 without counting. As the term progresses, they will continue to practise counting accurately, compare groups using more and less, and explore capacity by filling, emptying and comparing containers of different sizes

Understanding the World								
<table border="1"> <tr><td>In front of</td></tr> <tr><td>Behind</td></tr> <tr><td>Next to</td></tr> <tr><td>Country</td></tr> <tr><td>Different</td></tr> <tr><td>Feel</td></tr> </table>	In front of	Behind	Next to	Country	Different	Feel	<p>Children in Nursery will be learning to:</p> <ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• With support, I can say some ways to be healthy.</li> <li>• I can point to some parts of my body.</li> <li>• Know we can find out about our own past and those of our family from talking to people.</li> <li>• Know photographs help to capture the past.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<p>This half term, the children will be learning about different places around the world. They have shared photographs and memories from places they have visited, and we will use these to explore different countries using photographs and Google Earth. Together, we will locate some of these places on a world map and create a display showing where our families have travelled. Through these activities, the children will develop an understanding that England is one country in the world and that people can visit and live in many different countries.</p> <p>Using <i>The Naughty Bus</i> as our inspiration, the children will investigate the forces of <b>push</b> and <b>pull</b>, learning and using this scientific vocabulary in a range of practical activities. We will explore how objects move when pushed and pulled, including investigating whether it is easier or harder to push an object through water compared to across a carpet. The children will also predict and test whether the Naughty Bus will float or sink, before investigating a variety of materials to discover which objects float and which sink.</p> <p>As we prepare for Sports Day, we will also be learning about healthy lifestyles. The children will identify and label body parts, discuss the importance of physical activity, and explore the different ways they keep active both at school and at home. We will learn about healthy food choices, sorting foods into those we can enjoy regularly and those that are best enjoyed as occasional treats. Finally, the children will design the perfect healthy meal to give them energy and help their bodies stay active.</p> <p>This half term, we will be exploring how transport has changed over time. The children will learn what transport is and discuss the different types of transport they use in their everyday lives. Using photographs, they will compare transport from the past with transport today, identifying similarities and differences and explaining their ideas.</p> <p>The children will also learn about different ways we can find out about the past, including photographs, books, the internet, and by talking to older family members. We will encourage children to ask parents and grandparents about the transport they used when they were younger and whether they have noticed any changes over time.</p> <p>As part of our learning, we will explore the story of the Wright Brothers and the first successful powered flight through books and storytelling. The children will sequence key events from the story and develop their understanding of why this achievement was an important moment in history.</p>
In front of								
Behind								
Next to								
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Different								
Feel								
Expressive Art and Design								
<table border="1"> <tr><td>Weaving</td></tr> <tr><td>Join</td></tr> <tr><td>Texture</td></tr> <tr><td>Colour</td></tr> <tr><td>Mix</td></tr> </table>	Weaving	Join	Texture	Colour	Mix	<p>Children in Nursery will be learning to:</p> <ul style="list-style-type: none"> <li>• Join different materials and explore different textures.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>• Use equipment and tools to build, construct and make simple models and constructions.</li> <li>• Choose the right resources to carry out their own plan.</li> </ul>	<p>This half term, the children will develop their weaving and sewing skills through a range of creative, hands-on activities. They will learn what weaving and sewing are and explore how these techniques can be used to create different pieces of artwork. With adult support, the children will practise threading and simple sewing skills to create a sewn card. They will also explore weaving at our weaving station in Copse Corner, learning how materials can be woven together to create patterns and textures. As their skills develop, the children will experiment with paper weaving, using strips of paper to create transport-themed designs. They will then extend their understanding by weaving with a range of natural materials to create their own woven pots, exploring different textures, materials and techniques.</p> <p>The children will also take part in a junk-modelling project to design and create a London bus. They will carefully select and use a range of recyclable materials, considering the shape and purpose of each item, such as using lids for wheels and boxes for the body of the bus. Through adult modelling and guidance, they will learn techniques for joining materials, covering structures, and evaluating how to make their models strong and stable. This project will encourage creativity, problem-solving and independent decision-making while developing their design and construction skills.</p>	
Weaving								
Join								
Texture								
Colour								
Mix								

### Prime Areas

*The Prime Areas underpin all learning in Early Years and are covered consistently.*

*The following are the particular focus for this half term, but others from the, 'Class Steps in Learning' will also be covered naturally.*

<b>Communication and Language</b>	<b>Physical Development</b>	<b>Personal, Social &amp; Emotional Development</b>
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>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.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>