

PSED

We will be learning that some things are mine, some things are to be shared and some things belong to other people. We will demonstrate how to initiate play, offering cues for peers to join them. We hope the children will accept the needs of others and can take turns and share resources, sometimes with support from others.

Physical Development

The children will manipulate one handed tools such as scissors to cut paper and other materials. They will use knives to cut the fruit in Handa's basket. We will jump off play equipment and land safely. We will travel at speed avoiding obstacles.

Communication & Language

We will question why things happen and give explanations. We will ask 'Who', 'Where', 'What', 'Why' questions and encourage answers showing word endings, correct tense and a growing range of vocabulary. We will listen to a range of stories about wild animals with interest, joining in when we can.

Literacy

Using the story - Handa's Surprise, we will listen to stories with increasing attention and recall. We will be able to describe main story settings, events and principle characters. We will learn about alliteration e.g. licking, lovely lollies. We will act out the story of Handa's Surprise.

Expressive Arts and Design

We will weave paper to create a basket. We will use different media to create the fruit to go in Handa's basket. We will make 2D and 3D representations of wild animals. In the role-play area we will look after animals and pretend to be vets. We will move our bodies and pretend we are wild animals.

Outdoor Learning

We're going on a safari.
Hide and seek wild animals in the garden.
Cooperative play – working in pairs using balls, bats and balls and hoops.
Fruit stall in garden.

Wild Animals - Handa's Surprise Summer Term 5A



Maths

We will continue with daily counting and number rhymes. We will make sets representing numbers 0-10. We will represent numbers in different ways. We will play games involving weight, length and height and whole and halves. We will look for shapes in the environment and use shapes for tasks.

Understanding the World

We will talk about occupations linked to our topic – Being a zoo keeper, being a wild animal vet or being a farmer growing fruits like the fruits in Handa's basket. We will name and describe wild animals, we will talk about where they live and the noises that they make.

Wow Days

Safari Day
Fruit ice lollies in the garden
Reception teachers to visit



Prime area: Personal, Social and Emotional Development PSED

What we do at nursery;

Encouraging children to play alongside other children and developing their group play. Giving children ideas on how to extend their play and how to involve others.

How you can help;

Meet with other families from nursery in the local park.

Encourage your child to talk to friends, relatives and family members, ensuring they listen and take turns with the conversation.

Give your child small tasks to do at home such as putting clothes in the washing machine, tidying shoes into pairs, praising them when they have had a try.

Prime area: Physical Development, PD

What we do at nursery;

We encourage children to talk about their needs, to tell us if they are hungry, tired or need the toilet and begin to become responsible at managing these actions (getting ready for school.) Using one handed tools such as scissors, pencils, plastic knives and spoons.

How you can help;

Help your child feel confident at wearing pants or pullups and learning how to sit on a toilet. (our toilets are low down at nursery.) Encourage your child to use cutlery. Take your child to the park and help them with their climbing and balancing skills.

Prime area: Communication and Language, C&L

What we do at nursery

We encourage children to talk about EVERYTHING! We will ask them 'Why?', 'When?', 'Who?' and 'Where?' questions. We will try to build on them answering in sentences using an ever-growing range of vocabulary.

How you can help;

Help your child with word endings such as 's' 'ed' 'ing.'

Encourage them to join in with stories and the rhymes that we send home each week.

Ask your child lots of questions and expect them to answer in phrases or sentences, rather than yes/no/shrugging shoulders.

Specific area: Literacy

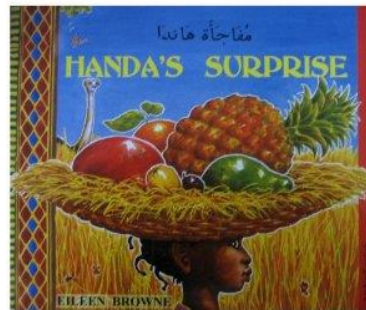
What we do at nursery;

Children will be mark making and talking about the marks they make (giving meaning to them). We will be sharing stories in small focus groups and telling the stories from the pictures. We will be learning about alliteration. We will listen to our favourite Rhymes.

How you can help;

When mark making at home, talk about the marks they make and to start to recognise their names. Share books together and encourage your child to turn the pages and talk about the pictures. Help your child to hear and identify rhyming words in stories.

Focused texts:



Focussed Rhymes:

- Walking through the jungle
- Down in the jungle
- 5 little monkeys swinging in a tree
- 5 little monkeys jumping on the bed
- 1 big hippo balancing
- Elephants have wrinkles
- Old Macdonald had a zoo
- The animals went in 2 by 2
- We're Going to the Zoo

Specific area: Mathematics

What we do at nursery:

Children will be taking part in daily calendar maths activities and counting aloud. We will be drawing numbers and making tally charts. We will be talking about the days of the week, the order of our day and the weather outside. We will learn about weight, height, length and capacity through fun games and activities.

How you can help;

Play capacity games in the bath or in an outside area.

Encourage your child to represent numbers in different way – holding up fingers, making marks, drawing numbers and making sets.

Specific area: Expressive Arts and Design, EAD

What we do at nursey:

Children will be painting and drawing using different tools and techniques both inside and outside.

Children will enjoy singing, dancing, acting out stories and other role-play ideas.

How you can help;

Give your child a paint brush and water and allow them to make marks outside. Use chalk and create pictures on paths. Learn the rhymes that we send home each week and sing them with your child. Ask your child to pretend to be a wild animal, can you guess which animal they are?

Outdoor learning

What we do at nursery;

We're going on a safari. Hide and seek wild animals in the garden.

Cooperative play – working in pairs using balls, bats and balls and hoops.

Fruit stall in garden.

How you can help;

If the weather is warm, enjoy water play – fill and empty buckets, plastic cups, plastic bottles and use vocabulary associated with capacity – empty, full, half full etc.

When shopping name the fruit that you see. Cut fruit in half and look inside.

Specific area: Understanding the World, UW

What we do at nursery;

Children will be learning the names of wild animals, describing their features, talking about the skin – is it spotty? Is it stripy? Is it smooth? Is it wrinkly? Children will look closely at fruit and talk about the shape, size, smell, taste and how it looks when you chop it in half.

How you can help;

Talk about wild animals and watch Cbeebies Andy's Safari Adventures.

Wild Animals/Handa's Surprise –
Summer Term 5A

Developmental Matters:

Prime area: Personal, Social and Emotional Development, PSED

22 - 36 months

I am interested in others play and I am starting to join in.
Growing ability to distract self when upset, e.g. by engaging in a new play activity.

30 - 50 months

Can select and use activities and resources with help. Welcomes and values praise for what they have done.
Keeps play going by responding to what others are saying or doing.
Confident to talk to other children when playing, and will communicate freely about own home and community.

Developmental Matters:

Specific area: Literacy

22 - 36 months

Has some favourite stories, rhymes, songs, poems or jingles.

30 - 50 months

Enjoys rhyming and rhythmic activities. Listens to and joins in with stories and poems, one-to-one and also in small groups. Looks at books independently
Suggest how the story might end – Why is it a surprise?
Shows an awareness and alliteration. Can recognize own name.

40 - 60 months

Here's and says initial sounds in words.

Developmental Matters:

Specific area: Expressive Arts and Design, EAD

22 - 36 months

Creates sounds by banging, shaking, tapping or blowing.
Experiments with colours, blocks and marks. Beginning to use representation to communicate e.g. drawing a line and saying "That's me".

30 - 50 months

Enjoys joining in with dancing and ring games. Developing preferences for forms of expression. Uses movement to express feelings. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Developmental Matters:

Prime area: Physical Development, PD

22 - 36 months

Runs safely on whole foot. Squats with steadiness to rest or play with objects on the ground and rises to feel without using hands.

30 - 50 months

Can tell adults when hungry or tired or when they want to rest or play. Can usually manage washing and drying hands. Mounts stairs, steps or climbing equipment using alternate feet.

40-60 months

Jumps off an object and lands appropriately. Plays chasing games and avoids obstacles.

All About Me - Summer Term 5A



Personal Development

We understand that it is important to develop a child as an individual. Through all our teaching and learning we aim to foster and build up their personal development by focussing on key characteristics that may need supporting.

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|----------------|--------------|
| - Cooperation | - Respect |
| - Creativity | - Curiosity |
| - Resilience | - Tolerance |
| - Enthusiasm | - Confidence |
| - Appreciation | - Integrity |
| - Independence | - Empathy |

Developmental Matters:

Prime area: Communication and Language, CAL

22 - 36 months

Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door. Identifies action words by pointing to the right picture e.g. who's jumping.

30 - 50 months

Focusing attention – still listen or do, but can shift own attention. Responds to simple instructions, e.g. to get or put away an object. Can retell a simple past event in correct order (e.g. went down slide, hurt finger).

Developmental Matters:

Specific area: Mathematics

22 - 36 months

Selects a small number of objects from a group when asked. Recites some number names in sequence. Beginning to categorise objects according to properties such as shape or size.

30 - 50 months

Uses some number names and number language spontaneously. Represents numbers in different ways. Orders two or three items by length, height, weight and capacity. Talking about halves and whole.
Shows interest in shapes in the environment. Uses shapes appropriately for tasks.

Developmental Matters:

Specific area: Understanding the World, UW

22 - 36 months

Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background. Noticing detailed features of objects in their environment, inside and outside.

30 - 50 months

Shows interest in different occupations and ways of life. Can talk about some of the things they have observed such as plants, animals, natural and found objects.