



The Whitchurch CE Federation
Nursery



Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Home Sweet Home	Once Upon a Time	In a While Crocodile!	Ahoy There!	Walking with Dinosaurs	Lost and Found

Overview

The Prime Areas of Learning		
Throughout the year, adults will support children's development in the prime areas of learning by providing a high quality learning environment with opportunities to explore and develop skills in communication and language; physical development and personal, social and emotional development.		
Communication and Language	Personal Social and Emotional Development	Physical Development
<p>Adults will:</p> <ul style="list-style-type: none"> • use high-quality picture books to support the learning of new vocabulary and more complex forms of language and to extend conversations with children. • offer core books, songs and rhymes that the children will become familiar with and grow to love. • plan activities around these core books to help the children to practise the vocabulary and language from those books as well as support creativity and play. • share at least a daily story time as well as sharing books throughout the session. • provide clear instructions and prompts. • extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. • provide children with a rich language environment by sharing books and activities with them and by encouraging children to talk about what is happening and give their own ideas. • offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions. 	<p>Adults will:</p> <ul style="list-style-type: none"> • respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. • widen the range of activities that children feel confident to take part in, outdoors and inside. • model inviting new activities that encourage children to come over and join in. • give children appropriate tasks to carry out. • invite trusted people into the setting to talk about and show the work they do. • take children out on short walks around the neighbourhood. • involve children in making decisions about room layout and resources. • support children to carry out decisions, respecting the wishes of the rest of the group. • further resource and enrich children's play, based on their interests. • notice children who find it difficult to play and provide extra help to share and manage conflicts. • model positive play and co-operation. 	<p>Adults will:</p> <ul style="list-style-type: none"> • encourage children to transfer physical skills learnt in one context to another one. • encourage children to paint, chalk or make marks with water on large vertical surfaces. • lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside. • model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it. • encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest school. • explain why safety is an important factor in handling tools, and moving equipment and materials. Have clear and sensible rules for everybody to follow. Gradually reduce the help given and allow the child to use the tool independently

<ul style="list-style-type: none">• model language by recasting what the child said and by pronouncing words correctly so the child hears the correct model.• expand on children's phrases, adding language and ideas.• model language that promotes thinking and challenges children.• use open-ended questions to encourage more thinking and longer responses.	<ul style="list-style-type: none">• teach children ways of solving conflicts. For example; model how to listen to someone else and agree a compromise.• explain why we have rules and display a small number of necessary rules visually as reminders.• model ways that you calm yourself down, such as stopping and taking a few deep breaths.• help children explore situations from different points of view.• Talk together about how others might be feeling.	<ul style="list-style-type: none">• help children to develop a tripod grips with specially designed pens and pencils, or grippers.• encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.• encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce help until the child can do each step on their own.• talk to children about the importance of eating healthily and brushing their teeth• talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.
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The Creative Me			
	Expressive arts and design	Music	Role Play
Term 1a	Focus - Portraits Techniques – Basic painting skills Basic drawing skills lines and circles	Genre – Classical Nursery core rhymes	Familiar home role play
Term 1b	Focus - Still Life Techniques – Basic painting skills Basic drawing skills lines and circles	Genre – Brass band Nursery Rhymes – Christmas songs and Nursery core rhymes	Builders outside
Term 2a	Focus - Landscape Techniques – Texture and collage Basic painting skills Basic drawing skills lines and circles	Genre – Funk / Country Chinese orchestral and Dragon Dancing Nursery core rhymes	Vet surgery
Term 2b	Focus – textures / materials Techniques – Texture and collage Basic painting skills Basic drawing skills lines and circles	Genre – Jazz / Soul Nursery core rhymes	Pirates/transport
Term 3a	Focus – Printing Techniques – Printing (bubbles, fruit, sponge) Colour mixing Basic drawing skills lines and circles	Genre – Drum and Bass / Folk Nursery core rhymes	Shop
Term 3b	Focus - Self portraits Techniques – Texture and collage Painting skills Colour mixing Basic drawing skills lines and circles	Genre – Reggae Nursery core rhymes	Café

The Independent Me			
Communication and Language	Reading	Writing	People and Communities
<p>Term 1a</p> <p>Vocabulary to be explored as part of word aware sessions</p> <p>Peace Hour Tired Nocturnal Pretending Cuckoo Leaky Refrigerator Believe Owl Hedgehog Uncomfortable Peeped Alarm clock yawn</p> <p>Modeling of the language will happen during continuous provision</p> <p>Children will enjoy listening to longer stories Join in with Nursery 5 core rhymes</p>	<p>Core stories</p> <p>– Peace at last by Jill Murphy</p> <ul style="list-style-type: none"> - Goldilocks and the three bears by Lauren Child - Whatever next by Jill Murphy - Home by Carson Ellis - Lullabyhullabaloo by Mick Inkpen <p>Reading</p> <p>Children will understand five key concepts of print Print has meaning Print can have different purposes We read English from left to right and from top to bottom The names of the different parts of the book Page sequencing</p>	<p>Core Text – Peace at last by Jill Murphy</p> <p>Outcome =Fiction with character focus</p> <p>Joining in with key events and phrases in a retelling of the story</p> <p>Oral retelling of story. Draw images and write labels to represent the story</p> <p>Opportunities for modelled/shared writing will happen during child initiated play. Mobile writing stations Large rolls of paper inside and out</p>	<p>Our families, and homes similarities and differences. Name and locate areas around the school.</p>
<p>Term 1b</p> <p>Vocabulary to be explored as part of word aware sessions</p> <p>Beware Bellowed Trembled</p>	<p>Core stories</p> <p>The Three Little Pigs by Mara Alperin</p> <ul style="list-style-type: none"> - The three ninja pigs by Corey Rosen Schwartz 	<p>Core text – The Three Little Pigs by Mara Alperin</p> <p>Outcome Fiction – a traditional tale with character focus</p>	<p>Special times in our families - birthdays and Christmas / Diwali Remembrance</p>

	<p>Clattered Shivered Scurried Snout Leaped Forest</p> <p>Modelling of the language will happen during continuous provision</p> <p>Will begin to use longer sentences</p> <p>Express own ideas Join in with Nursery 5 core rhymes</p>	<ul style="list-style-type: none"> - The three little pigs from revolting rhymes by Roald Dahl - The three little wolves and the big bad pig by Eugene Trivizas - There's a pig up my nose by John Dougherty - Little Red Riding Hood by Mara Alperin - <p>Reading Develop phonological awareness tuning in</p>	<ul style="list-style-type: none"> • A representation of a favorite character in the story. Able to say which character it is and express some information about the character. • To label a plan and attempt to write a simple caption. <p>Opportunities for modelled/shared writing will happen during child initiated play. Mark making dens/bags</p>	
Term 2a	<p>Vocabulary to be explored as part of word aware sessions</p> <p>Creep Knobbly Gnarly Clambered Vines Gloomy Panic Pokey</p> <p>Modelling of the language will happen during continuous provision</p> <p>Understand two part questions</p>	<p>Core stories Let's all creep through crocodile creek by Jonny Lambert -Find me a tiger by Lynley Dodd All aboard for the Bobo road by Stephen Davies The Gruffalo by Julia Donaldson Alfie's feet by Shirley Hughes The Selfish crocodile by Faustin Charles</p> <p>Reading Spot and suggest rhymes Recognise words with same initial sound Clap/count syllables</p>	<p>Core Text – Let's all creep through crocodile creek by Jonny Lambert Outcome– Fiction Journeys (retell with story map)</p> <ul style="list-style-type: none"> • To draw/make a crocodile and be able to describe some of its features to a familiar adult. • To create a story map of the journey and write labels/captions/sentences describing the crocodiles. <p>Opportunities for modelled/shared writing will happen during child initiated</p>	Chinese New Year - Festivals

	Be able to retell familiar stories Join in with Nursery 5 core rhymes		play. Sound cards to support adult to model using them	
Term 2b	<p>Vocabulary to be explored as part of word aware sessions</p> <p>Bobbing Trudged Harbour Narrow Rusty Warnings Silently Marched Ashore</p> <p>Modelling of the language will happen during continuous provision</p> <p>Will use talk to organise play Hold a two-way conversation Join in with Nursery 5 core rhymes</p>	<p>Core stories - The Pirates are coming! By John Condon The Pirates next door by Jonny Duddle Ten little pirates by Mike Brownlow How I became a pirate by Melinda Lang Commotion in the ocean by Giles Andreae</p> <p>Reading Engage in extended conversations about stories using new vocabulary</p>	<p>Core text– The Pirates are coming! By John Condon</p> <p>Outcome – A description of a pirate ship</p> <ul style="list-style-type: none"> To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making. To write from the point of view of Tom, describing what he has learned about pirate ships. <p>Opportunities for modelled/shared writing will happen during child initiated play. Sound cards to support adult to model using them</p> <p>Use some letter knowledge in early writing</p>	Festivals - Easter Mothering Sunday
Term 3a	<p>Vocabulary to be explored as part of word aware sessions</p> <p>Graze Termite Enormous Survived Shrugged Lurks Herbivore Carnivore</p>	<p>Core stories Gigantasaurus by Jonny Duddle Dinosaur Roar by Paul and Henrietta Stickland Katie and the dinosaurs by James Mayhew The big book of dinosaurs by Usborne Volcanoes by Usborne</p> <p>Reading</p>	<p>Core text – Gigantasaurus by Jonny Duddle</p> <p>Outcome – Fiction retell</p> <ul style="list-style-type: none"> To draw/paint/make an imaginary dinosaur individually or in a small group. To be able to contribute orally to a short story about their dinosaur. Retell/rewrite of the story 	

	<p>Omnivore Muffled</p> <p>Modelling of the language will happen during continuous provision</p> <p>Answers why questions Uses past and future tense</p> <p>Join in with Nursery 5 core rhymes</p>	<p>Engage in extended conversations about stories using new vocabulary</p>	<p>Opportunities for modelled/shared writing will happen during child initiated play. Sound cards to support adult to model using them</p> <p>Use phonic knowledge to write words in ways to match spoken sounds. Create labels for dinosaur worlds – motivation for writing</p>	
Term 3b	<p>Vocabulary to be explored as part of word aware sessions Tatty Pounded Curiously Shimmering Hitched Battered Returned Replace Concerned</p> <p>Modelling of the language will happen during continuous provision</p> <p>Answers why questions Uses past and future tense Uses sentences joined up with words such as because or and Join in with Nursery 5 core rhymes</p>	<p>Core stories – The See Saw by Tom Percival That rabbit belongs to Emily Brown by Cressida Cowell The Teddy robber by Ian Beck Where's my teddy by Jez Alborough Under the same sky by Britta Teckentrup.</p> <p>Reading Begin to recognise individual letters and says the sound</p> <p>Recognise words with the same initial sounds</p> <p>Recognise own name</p>	<p>Core text – The See Saw by Tom Percival</p> <p>Outcome – Fiction rewrite</p> <ul style="list-style-type: none"> To sequence images depicting key events in the story and use the images to retell the basic storyline. Retell/rewrite of the story. <p>Opportunities for modelled/shared writing will happen during child initiated play. Sound cards to support adult to model using them</p> <p>Write some or all of own name</p> <p>Write some letters accurately</p>	<p>Birthday traditions</p>

The Inquisitive Me				
	Maths	The World	Expressive arts and design	Technology
Term 1a	Number <ul style="list-style-type: none"> Reciting Recognition 1 to 1 counting SSM <ul style="list-style-type: none"> 2D shape 	night and day Loud and quiet, Listening walk around the forest Describe sounds heard	Patchwork quilt using different art media – collaborative piece of art Junk model houses	Operate simple equipment – cameras/ digital microphones/torches / lightbox
Term 1b	Number <ul style="list-style-type: none"> Matching numeral and objects SSM <ul style="list-style-type: none"> Shape pictures/sculpture Time language 	Making predictions Materials for building	Make a 3d house Wooden spoons for role play	Operate simple equipment – Torches / wireless head / phones / cameras
Term 2a	Number <ul style="list-style-type: none"> Representing numbers Symbols and mark making Subitising SSM <ul style="list-style-type: none"> Positional/spatial language Language of size 	Journeys Investigate different objects using hands and magnifying glasses to encourage descriptive language. Nature barefoot walk	Explore journeys and create maps and plans / construct towns / roads etc.	Use technology to control and make things happen. (beebots, remote control cars) create routes and tracks
Term 2b	Number <ul style="list-style-type: none"> Number conversations Number problems with numbers up to 5 SSM <ul style="list-style-type: none"> Repeating patterns Sequencing language 	Look at globes and maps Explore other countries	Drama – become a pirate Learn sea shanties and perform to an audience Make pirate treasure	Use google maps and images to explore the world.
Term 3a	Number <ul style="list-style-type: none"> Comparison More/less SSM <ul style="list-style-type: none"> Capacity 	Ask families to create a modern day time capsule of special things Frozen dinosaurs/dinosaur dig Making volcanoes	Create small world dinosaur enclosures Moving to music whilst being dinosaurs	Explore Minimash games Green screen dinosaur experts to share on YouTube
Term 3b	Number <ul style="list-style-type: none"> Number conversations Number problems with numbers up to 5 	Exploring different habitats – Forest school	Transient art large and small scale	Explore Minimash games Coding express.

	<ul style="list-style-type: none"> • Writing numerals SSM <ul style="list-style-type: none"> • Language related to money • Positional language 			
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PSED	
Term 1a	Jigsaw – Being Me in My World <ul style="list-style-type: none"> • Who...Me? – Understand how it feels to belong and that we are similar and different • How am I feeling today? –Happy and sad • Being at Nursery –work together and consider other people's feelings • Gentle Hands –understand why it is good to be kind and use gentle hands • Our Rights –start to understand children's rights and that it means we should all be allowed to learn and play • Our Responsibilities –learn what being responsible means
Term 1b	Jigsaw – Celebrating Difference <ul style="list-style-type: none"> • What I am good at –know how it feels to be proud of something I'm good at • I'm Special, I'm Me! – tell an adult one way I am special and unique • Families – know that all families are different • Houses and Homes – different houses and homes • Making Friends – how to make a new friend • Standing up for yourself – use my words to use to stand up for myself
Term 2a	Jigsaw – Dreams and Goals <ul style="list-style-type: none"> • Challenge – understand what a challenge is • Never giving up – keep trying until I can do something • Setting a goal –set a goal and work towards it • Obstacles and Support –use kind words to encourage people? • Flight to the Future – start to think about the jobs I might like to do when I am older
Term 2b	Jigsaw – Healthy Me <ul style="list-style-type: none"> • Everybody's Body! – know the names for some parts of my body and start to understand the need to be active to be healthy • We like to move it, move it! – identify things to do to be healthy • Food, glorious food – know what the word 'healthy' means and that some foods are healthier than others • Sweet Dreams – know how to help myself go to sleep and understand why sleep is good for me? • Keeping Clean – wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • Stranger Danger – know what to do if I get lost and how to say No to strangers

Term 3a	Jigsaw – Relationships <ul style="list-style-type: none">• My Family and Me! – talk about family• Make friends, make friends, never ever break friends! –understand how to make friends if I feel lonely• Falling out and bullying –use Calm Me Time to manage my feelings• Being the best friend we can be – work together and enjoy being with friends
Term 3b	Jigsaw – Changing Me <ul style="list-style-type: none">• My Body – Name parts of the body and show respect for myself• Respecting my body – Talk about things I can do and foods I can eat to be healthy• Growing up – Begin understand that we all grow from babies to adults• Growth and change• Fun and fears – Express how I feel about moving to Reception.• Celebration – Remember the best bits of this year in Nursery