



'It's Magic!' - Summer 2
Sticky Knowledge can be found in BLUE



NURSERY

What will I know by the end of this unit?

- New vocabulary.
Being purposeful in our play at Nursery
Magic and using our imaginations
Magic Porridge Pot T4W
How to write our names confidently
Use some of their print and letter knowledge in their early writing to write short words
Developing speech and language - talking in more than one word answers- use longer sentences of 4-6 words
Getting ready for Reception.

PRIME AREA

PSED

- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". (0-3)
Talk with others to solve conflicts (3-4) Can the child generally negotiate solutions to conflicts in their play?
Become more outgoing with unfamiliar people, in safe context of their setting (3-4)
Show more confidence in new social situations (3-4)



ECIFICAL AREA

Mathematics

- Take part in finger rhymes with numbers (0-3)
Experiment with their own symbols and marks as well as numerals.(3-4)
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Make comparisons between objects relating to size, length, weight and capacity (3-4)
Understand the 'one more than/one less than' relationship between consecutive numbers. (REC)



EAD

Creative/Paint: Making magic, insect crafts and painting,



Music: Remember and sing entire songs (3-4)

Construction/Role Play: Make imaginative and complex 'small worlds' (3-4)
Enjoy taking part in pretend play (3-4)



Vocabulary and Questioning

The Magic Porridge Pot



Magic Word Mat

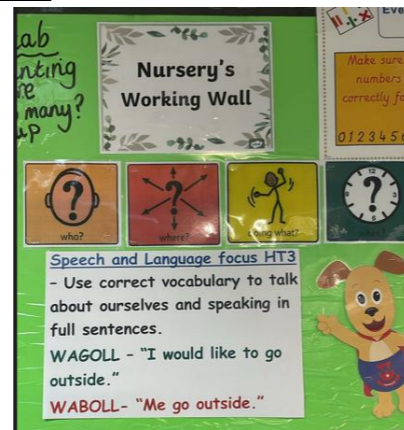


- What is magic?
- What would you do if you had magic powers?
Which creatures do we know that are magical?
- which magical words do you know (Abracadabra/ bibety bobbety boom)

C&L

Speech and language Focus:

Children using correct vocabulary and speaking in full sentences.



Physical Development

PD

Children have trikes, balance bikes, climbing frame, bats and balls available outside.

Playdoh and creative areas encourage the use of tools

- Climb, catch a large ball and pedal a tricycle.
Explore different materials and tools



Literacy/Phonics

Phase 1:

Rhymes and syllables and initial sounds they can hear (silly soup games/ I Spy)

Set 1 sounds:

Expose chn to RWI:



Writing:

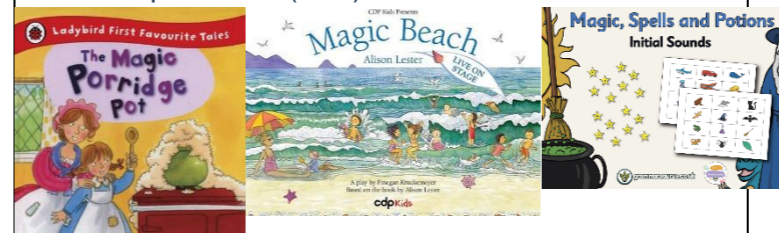
- Enjoy drawing freely.(0-3)
Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (0-3)
Write some or all of their name.(3-4)
Write some letters accurately.(3-4)

Reading

- Repeat words and phrases from familiar stories. (0-3)
Develop phonological awareness, to spot rhymes (3-4)

HA

- Read individual letters by saying sounds for them (R)
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.(REC)



UTW

(significant places & celebrations)

Talk about their families and what they do with their families at home/at the weekends.

Talk about members of their immediate family and community.(REC)

Exploring SUMMER:

New life, new flowers

- Understand the key features of the life cycle of a plant and an animal. (3-4)



DATES:

- 11th June World Cup
21st June- Father's Day
24th June - Creature Comforts
29th June- Wimbledon starts
1st July - Nursery closed.
Reception visit
8th - July Sports Day
10th - July Reports to parents



