



'Wonderful Water' - Summer 1

NURSERY

What will I know by the end of this unit?

- New vocabulary.
- Being purposeful in our play at Nursery
- Under the sea knowledge of sea creatures/ pirates/ oceans/ bodies of water
- Hooray for Fish T4W
- How to write the first letter of my name/ some children becoming more confident writing whole name
- Use some of their print and letter knowledge in their early writing
- Developing speech and language - talking in more than one word answers- use longer sentences of 4-6 words

Vocabulary and Questioning

- Under the sea Vocabulary

- What is it like under the sea?
- Can you name some of the sea creatures who live under the sea?
- What is your favourite sea creature?why?
- Can you describe a crab/fish/jellyfish/octopus?

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)



C&L

Speech and language Focus:

Children using correct vocabulary and speaking in full sentences

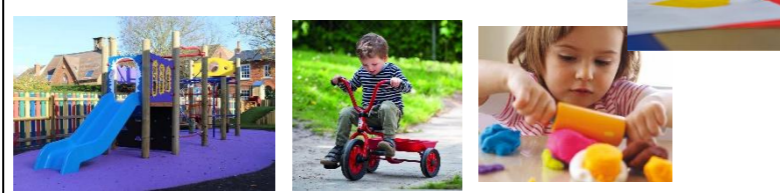
Songs and Rhymes:
1,2,3,4,5 once I caught a fish alive, 5 currant buns, 5 cheeky monkeys, Silly soup,

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



Mathematics

- Take part in finger rhymes with numbers (0-3)
- Experiment with their own symbols and marks as well as numerals.(3-4)
- Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Discuss routes and locations, using words like 'in front of' and 'behind'. (3-4)

Literacy/Phonics

Phase 1:

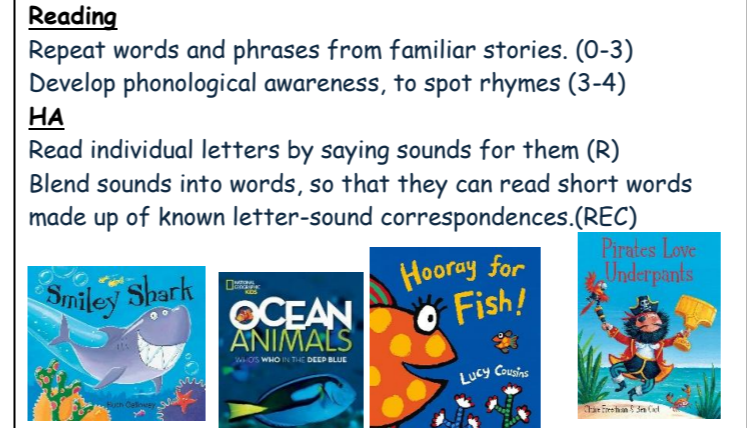
Rhymes and syllables and initial sounds they can hear (silly soup games/ I Spy)

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)

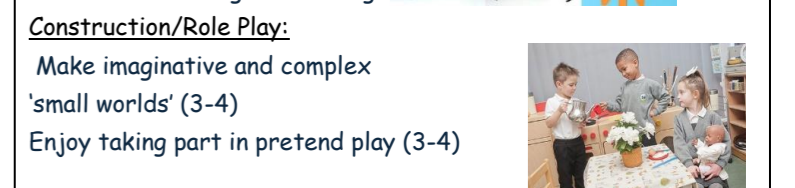


EAD

Creative/Paint: under the sea creatures crafts and painting,

Music:
Remember and sing entire songs

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



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 SPRING:

New life, new flowers
Planting beans and watching them grow
Using senses to observe flowers and plants/ bulbs/ seeds in spring

- Understand the key features of the life cycle of a plant and an animal. (3-4)
- Plant seeds and care for growing plants (3-4)

Explore WATER
Use all their senses in hands-on exploration of natural materials. (3-4)
Explore collections of materials with similar and/or different properties. (3-4)
Begin to understand the need to respect and care for the natural environment and all living things. (3-4)

Use all their senses in hands-on exploration of natural materials. (3-4)

Explore collections of materials with similar and/or different properties. (3-4)

Begin to understand the need to respect and care for the natural environment and all living things. (3-4)



PRIME AREAS

SPECIFIC AREAS