

# REDESDALE PRIMARY SCHOOL

CURRICULUM PLANNING WEB - NURSERY

Summer1



PRIME AREAS AND CHARACTERISTICS OF LEARNING

ACTIVE LEARNING

CREATING & THINKING CRITICALLY

PLAYING & EXPLORING

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

## COMMUNICATION & LANGUAGE

Listening to others in circle time.

Asking how and why questions in relation to animals.

Using conversation to find out more and give explanations.

Connecting talk to texts we are using.

Following instructions to care for chicks.

Listening to stories with friends.

Singing rhymes and songs.

Recording conversations on talking boxes.

LEARNING HOOK

## Animals

## PHYSICAL DEVELOPMENT

Writing development – small motor skills.  
(working with finger gym, play dough, tweasers etc.)

Yoga to develop core muscles.

Collaborate with other with tasks  
(parachute games).

Collaborative rope walk.

Preparation for sports day - CV activity.  
Understand need to stay healthy.

Practise washing hands after touching animals.

Show acceptance of the needs of others and animals, care for others and living things in the environment.

Show increasing independence in carrying out activities.

Circle time games – taking turns.

Persona doll activity.

Parachute games.

Working together to take care of class pets (chicks).

Taking responsibility for caring for our chicks.

## MATHEMATICS

Ordering toy pet animals from smallest to largest.

Recognise groups of animals – 1, 2, 3, 4 animals, compare groups and say when these are the same

Look at 2D shapes in the environment.

Explore patterns – animal fur and skin.

Singing counting rhymes.

Use positional language (on, under, above, below, behind, beside).

Match number cards to numbers.

## LITERACY

Look at the following books linked to animals;

Dear Zoo

Hairy McClairy

Six Dinner Sid

Rumble in the Jungle

Handa's Surprise

The Elephant and the Bad Baby

Commotion in the Ocean

Using information texts to find out how to care for chicks.

## SPECIFIC AREAS OF LEARNING

### UNDERSTANDING THE WORLD

Role Play Jungle / change to a farm

What do animals give us?

Find out information about different animals

Observe the chicks that will hatch in Nursery

Tasting different fruits (linked with Handa's surprise)

Matching baby animals to their Mothers

### EXPRESSIVE ARTS & DESIGN

Pet Sponge painting

Painting animals

Move like animals to music

Ladybird biscuits

Songs linked to farm animals

Sing animal songs (Down in the Jungle)

## Personal, Social & Emotional Development

- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others
- Can usually adapt behaviour to different events, social situations and changes in routine
- Can play in a group, extending and elaborating play ideas
- Initiates play, offering cues to peers to join him/her
- Enjoys responsibility of carrying out small tasks

## Literacy

- Is beginning to be aware of the way stories are structured
- Suggests how the story might end
- Recognises familiar words and signs such as his/her own name and advertising logos
- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Ascribes meanings to marks that he/she sees in different places.

## Mathematics

- Compares two groups of objects, saying when they have the same number
- Shows an interest in number problems
- Separates a group of three or four objects in different ways, beginning to realise that the total is still the same
- Shows an interest in representing numbers
- Shows awareness of similarities of shapes in the environment
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements
- Show interest in shapes in the environment.

## Understanding the World

- Shows interest in different occupations and ways of life
- Knows some of the things that make him/her unique, and can talk about some of the similarities and differences in relation to friends or family
- Talks about why things happen and how things work
- Is developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment
- Knows how to operate simple equipment
- Knows that information can be retrieved from computers

## Communication and Language

- Listens to stories with increasing attention and recall
- Joins in with repeated refrains and anticipates key events in rhymes and stories
- Is able to follow directions (if not intently focused on his/her own choice activity)
- Shows understanding of prepositions such as 'under', 'on top', 'behind', by carrying out an action or selecting the correct picture
- Responds to simple instructions e.g. to get or put away an object
- Is beginning to understand 'why' and 'how' questions
- Questions why things happen and gives explanations
- Uses a range of tenses
- Uses intonation, rhythm and phrasing to make meaning clear to others

## Physical Development

- Mounts stairs, steps or climbing equipment using alternate feet
- Walks downstairs two feet to each step while carrying a small object
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Uses one-handed tools and equipment
- Holds a pencil between thumb and two fingers, no longer using whole hand grasp
- Holds a pencil near point between first two fingers and thumb and uses it with good control
- Observes the effects of activity on his/her body
- Understands that equipment and tools have to be used safely.

## Expressive Arts and Design

- Is beginning to move rhythmically
- Taps out simple repeated rhythms
- Explores and learns how sounds can be changed
- Is beginning to be interested in and describe the texture of things
- Makes up rhythms.