

# The Links Primary School Nursery Autumn Term 1 -2024 Programme B

Theme Me and my school	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Key Text	All about me You and me	Starting school	The crayons go back to school	Children’s Choice	Enormous turnip	Growing plant	Den making	
Additional Texts / Nursery Rhymes	<b>Enhancement texts</b> <ul style="list-style-type: none"><li>Meg and Mog – Helen Nicoll</li><li>The very noisy night – Diana Hendry</li></ul> Poems/Rhymes Heads Shoulders Knees and Toes Hickory Dickory Dock							
	<b>Key Vocabulary</b> Family, mum, dad, brother,sister, head, shoulder, knees, toes, home, garden, leaf, Autumn, colours				<b>Key Questions</b> Who lives in your house? What are the parts on your face called? Can you name parts of the bod? What has changed outside? Name the colour of the leaf? What are the rules at school? What can we do inside? What can we do outside?			
	<b>Key Knowledge</b> Can identify their family. Can name some body parts. Observe changes in leaves.							
Personal Social and Emotional	<b>BR</b> -Is sensitive to others’ messages of appreciation or criticism <b>MS</b> -Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants <b>SR</b> -Observes and controls breath, able to take deep breaths, scrunching and releasing the breath <b>MS</b> -Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understanding why this is important <b>MS</b> - Willing to try a range of different textures and tastes and expresses a preference  When running around outside children will be able to manage their own risk and be mindful of other children and obstacles						<b>Planned Activities</b> <ul style="list-style-type: none"><li>Reading stories, discussing characters feelings.</li><li>Class Charter</li><li>Following the Rules song</li><li>Learning Nursery routines</li></ul>	

	Children are willing to try the different foods they grow, bake and cook in Nursery and talking about their likes and dislikes Children are beginning to be able to share resources and toys with others with support from an adult Children are aware of the rules and boundaries in Nursery following them most of the time with support for an adult	<ul style="list-style-type: none"> <li>• Learning how to line up</li> <li>• Building relationships</li> <li>• Circle Times</li> </ul>
Physical Development	<b>MH</b> -Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles <b>FM</b> - Handles tools, objects, construction and malleable materials safely and with increasing control <b>FM</b> -Develop digital pencil grip	<u>Planned Activities</u> <ul style="list-style-type: none"> <li>• Squiggle While we Wiggle</li> <li>• Dough Disco</li> <li>• Moving and dancing along to music</li> <li>• Drawing self portraits</li> <li>• Cosmic yoga mindful kids</li> <li>• Toothbrushing</li> <li>• Outdoor big area, use of climbing frame, bikes, scooters, building obstacle course,</li> </ul>
Communication and Language	<b>S</b> -Uses intonation, rhythm and phrasing to make the meaning clear to others <b>S</b> -Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle <b>LA</b> -Listens to familiar stories with increasing attention and recall <b>U</b> -Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in a box  Children enjoy creating and using everyday objects as props to support their role-play games Children enjoy talking about and sharing happy experiences and interests, using intonation to express their feelings and meaning.	<u>Planned Activities</u> <ul style="list-style-type: none"> <li>• Story and Rhyme time</li> <li>• Floor book, photos of children's activities to discuss</li> <li>• Weekly guided reading</li> <li>• Talking about family celebrations / daily news</li> </ul>
Literacy	<b>WR</b> -Shows interest in illustrations and words in print and digital books and words in the environment <b>WR</b> -Claps or taps the syllables in words during sound play <b>WR</b> -Looks at and enjoys print and digital books independently <b>C</b> -Talks about events and principal characters in stories and suggests how the story might end <b>W</b> -Makes up stories, play scenarios, and drawings in response to experiences, such as outings <b>W</b> -Includes mark making and early writing in their play. Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Children enjoy listening to and looking at a wide variety of books both in a group and independently	<u>Planned Activities</u> <ul style="list-style-type: none"> <li>• Squiggle While we Wiggle/ Letter Join</li> <li>• Weekly Reading (guided reading sessions)</li> <li>• Daily stories and rhymes</li> <li>• Daily Calendar</li> <li>• Floor Book, children to write/ draw things they have learnt</li> <li>• Phase 1 Phonic sessions</li> </ul>
Mathematics	<b>C</b> -Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5, <b>Ca</b> -Subitises one, two and three objects (without counting) <b>Co</b> -Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers <b>S</b> -Responds to both informal language and common shape names <b>S</b> -Shows awareness of shape similarities and differences between objects <b>M</b> -Compares two small groups of up to five objects, saying when there the same number of objects in each group, e.g. You've got two, I've got two. Same! <b>M</b> - Recalls a sequence of events in everyday life and stories.	<u>Planned Activities</u> <ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Daily Calendar</li> <li>• Maths sessions</li> <li>• Counting when lining up</li> <li>• Number groups</li> <li>• Ten Town</li> </ul>

	<p><b>P</b> - Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.</p> <p>Children enjoy playing with and counting a variety of objects, and enjoy counting along the number line.</p> <p>Children are able to recognise how many children can play in an area and if there is any more space for them to join, e.g. there are only four allowed in the water area, three children are playing there so they can join, three plus one is four.</p> <p>Children can talk about and recognise common shapes within the environment using language to name and describe the different shapes</p>						
Numbers-ongoing	<p><b>C</b>-Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5,</p>	<p><b>Ca</b>-Subitises one, two and three objects (without counting)</p>	<p><b>Co</b>-Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers <b>M</b>-Compares two small groups of up to five objects, saying when there the same number of objects in each group, e.g. You've got two, I've got two. Same!</p>	<p><b>S</b>-Responds to both informal language and common shape names <b>S</b>-Shows awareness of shape similarities and differences between objects</p>	<p><b>S</b>-Responds to both informal language and common shape names <b>S</b>-Shows awareness of shape similarities and differences between objects</p>	<p><b>M</b>– Recalls a sequence of events in everyday life and stories.</p> <p><b>P</b> - Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.</p>	<p><b>S</b>-Responds to both informal language and common shape names <b>S</b>-Shows awareness of shape similarities and differences between objects</p>
Mathematics teacher led activity	Number songs	Baseline Getting to know me	Baseline Getting to know me	Same and different- colours	Compare size and length	Compare patterns Ten Town Zero	Compare number and amount Compare weight and capacity
Understanding the World	<p><b>P&amp;C</b>– Recognises and describes special times or events for family or friends <b>P&amp;P</b>– Shows interest in the lives of people who are familiar to them <b>P&amp;C</b>– Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Children enjoy exploring and spending time in the natural environment collecting conkers, bug hunting, looking at seasonal changes. Children enjoy being outside in all weathers exploring and investigating</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>Birthdays, discussing how we celebrate special occasions with family/ Halloween/ Christmas/ Diwali/ Bonfire Night</li> <li>Weekly Ipad time (Wednesdays)</li> <li>Tizzy's Toolbox and Paint on PC</li> </ul>	
Expressive Arts and Design	<p><b>CWM</b>– Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Continues to explore colour and how colours can be changed <b>BI&amp;E</b>– Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>Children join in and copy movements during jump start Jonny, Squiggle While we wiggle, Dough disco. Children can name some colours that they use and begin to explore mixing colours in paint and with food colour in water.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>Nursery rhymes</li> <li>Daily calendar songs</li> <li>Squiggle While we Wiggle/ Letter Join</li> <li>Painting Portraits</li> <li>Creating self portraits</li> </ul>	

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The Links Primary School Nursery Autumn Term 2 -2023	
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Theme Celebrations	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
	Diwali	Bonfire Night	Nursery Rhyme Week					
					Christmas			
Key Text	Meg and Mog	Diwali/Bonfire stories	Scarecrows wedding	Snappy Birthday	Stickman	Kippers Christmas Eve	First Christmas	
Additional Texts / Nursery Rhymes	<p>Enhancement Texts</p> <ul style="list-style-type: none"><li>That’s not my – Polar bear, Elf, Reindeer</li><li>Dear Santa – Rod Campbell</li></ul> <p>Poems-Rhymes Twinkle Twinkle Little Star Christmas rhymes/songs and jingles</p>							
	<b>Key Vocabulary</b>  Diwali Festival Celebration Temple Rangoli Bonfire Night Christmas Nativity Jesus Bonfire Father Christmas				<b>Key Questions</b>  How did you celebrate Halloween/ Bonfire night/ Diwali/ Christmas?  What things do we do on Bonfire night?  What things do we celebrate?  How do we celebrate Christmas?			
	<b>Key Knowledge</b>  Children will know what celebrations they celebrate within their own families Children will be aware of the changes that occur in the environment during Autumn Children will know some Nursery Rhymes Children will know the Nativity story is part of the Christmas story							

Personal Social and Emotional	<p><b>BR</b>-Is sensitive to others' messages of appreciation or criticism  <b>MS</b>-Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants  <b>SR</b>-Observes and controls breath, able to take deep breaths, scrunching and releasing the breath  <b>MS</b>-Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understanding why this is important  <b>MS</b> - Willing to try a range of different textures and tastes and expresses a preference</p> <p>When running around outside children will be able to manage their own risk and be mindful of other children and obstacles  Children are willing to try the different foods they grow, bake and cook in Nursery and talking about their likes and dislikes  Children are beginning to be able to share resources and toys with others with support from an adult  Children are aware of the rules and boundaries in Nursery following them most of the time with support for an adult</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Reading stories, discussing characters feelings.</li> <li>• Class Charter</li> <li>• Following the Rules song</li> <li>• Learning Nursery routines</li> <li>• Learning how to line up</li> <li>• Building relationships</li> </ul>
Physical Development	<p><b>MH</b>-Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles  <b>FM</b>- Handles tools, objects, construction and malleable materials safely and with increasing control  <b>FM</b>-Develop digital pencil grip</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Squiggle While we Wiggle</li> <li>• Dough Disco</li> <li>• Moving and dancing along Nursery Rhymes</li> <li>• Dancing and games in hall for Christmas party</li> <li>• Drawing pictures of our families</li> <li>• Cosmic yoga mindful kids</li> <li>• Toothbrushing</li> <li>• Baking Christmas cake, Diwali treats</li> <li>• Outdoor big area, use of climbing frame, bikes, scooters, building obstacle course,</li> </ul>
Communication and Language	<p>S-Uses intonation, rhythm and phrasing to make the meaning clear to others  S-Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle  LA-Listens to familiar stories with increasing attention and recall  U-Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in a box</p> <p>Children enjoy creating and using everyday objects as props to support their role-play games  Children enjoy talking about and sharing happy experiences and interests, using intonation to express their feelings and meaning.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Story and Rhyme time</li> <li>• Floor book, photos of children's activities to discuss</li> <li>• Weekly guided reading</li> <li>• Talking about family celebrations (what children did for Halloween)</li> </ul>
Literacy	<p><b>WR</b>-Shows interest in illustrations and words in print and digital books and words in the environment  <b>WR</b>-Claps or taps the syllables in words during sound play  <b>WR</b>-Looks at and enjoys print and digital books independently  <b>C</b>-Talks about events and principal characters in stories and suggests how the story might end  <b>W</b>-Makes up stories, play scenarios, and drawings in response to experiences, such as outings  <b>W</b>-Includes mark making and early writing in their play. Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right  Children enjoy listening to and looking at a wide variety of books both in a group and independently</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Squiggle While we Wiggle</li> <li>• Weekly Reading (guided reading sessions)</li> <li>• Daily stories and rhymes</li> <li>• Daily Calendar</li> <li>• Floor Book, children to write/ draw things they have learnt</li> <li>• Phonic sessions</li> </ul>
Mathematics	<p><b>NP</b>-Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5,</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Counting Songs</li> </ul>

	<p><b>NP</b>-Subitises one, two and three objects (without counting)  <b>N</b>-Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers  <b>SS&amp;M</b>-Responds to both informal language and common shape names  <b>SS&amp;M</b>-Shows awareness of shape similarities and differences between objects  <b>N</b>-Compares two small groups of up to five objects, saying when there the same number of objects in each group, e.g. You've got two, I've got two. Same!  <b>SS&amp;M</b>- Recalls a sequence of events in everyday life and stories.  <b>NP</b>- Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.</p> <p>Children enjoy playing with and counting a variety of objects, and enjoy counting along the number line.  Children are able to recognise how many children can play in an area and if there is any more space for them to join, e.g. there are only four allowed in the water area, three children are playing there so they can join, three plus one is four.  Children can talk about and recognise common shapes within the environment using language to name and describe the different shapes</p>				<ul style="list-style-type: none"> <li>• Daily Calendar</li> <li>• Maths sessions</li> <li>• Counting when lining up</li> </ul>		
Numbers-ongoing	Subitises one, two and three objects (without counting)	Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers	Subitises one, two and three objects (without counting) Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5,	<b>N</b> -Compares two small groups of up to five objects, saying when there the same number of objects in each group, e.g. You've got two, I've got two. Same!	Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects	<b>SS&amp;M</b> -Responds to both informal language and common shape names <b>SS&amp;M</b> -Shows awareness of shape similarities and differences between objects	<b>NP</b> - Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next. <b>SS&amp;M</b> - Recalls a sequence of events in everyday life and stories.
Mathematics teacher led activity	King one	Tommy two Explore/subitise quantities to 2	Thelma three Explore/subitise quantities to 3	Count aloud to 5,5 one more or less	Positional Language	Shapes	Days of the week
Understanding the World	<p><b>P&amp;C</b>- Recognises and describes special times or events for family or friends  <b>P&amp;P</b>- Shows interest in the lives of people who are familiar to them  <b>P&amp;C</b>- Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Children enjoy exploring and spending time in the natural environment collecting conkers, bug hunting, looking at seasonal changes.  Children enjoy being outside in all weathers exploring and investigating</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Autumn songs</li> <li>• Christmas songs</li> <li>• Birthdays, discussing how we celebrate special occasions with family</li> <li>• Weekly Ipad time (Wednesdays)</li> <li>• Tizzy's Toolbox and Paint on PC</li> <li>• Decorating Diva pots</li> <li>• Diwali Story</li> <li>• Fireworks painting</li> </ul>	

<p><b>Expressive Arts and Design</b></p>	<p>CWM– Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p>Continues to explore colour and how colours can be changed</p> <p>BI&amp;E– Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>Children join in and copy movements during jump start Jonny, Squiggle While we wiggle, Dough disco.</p> <p>Children can name some colours that they use and begin to explore mixing colours in paint and with food colour in water.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Christmas decorations</li> <li>• Christmas cards</li> <li>• Christmas songs</li> <li>• Christmas sing along</li> <li>• Nursery rhymes</li> <li>• Daily calendar songs</li> <li>• Squiggle While we Wiggle</li> <li>• Decorating Diva pots</li> <li>• Fireworks painting</li> </ul>
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# The Links Primary School Nursery Spring Term 1 -2024

Theme Community	Week 1 New Year	Week 2	Week 3	Week 4	Week 5 Chinese New Year	Week 6 Valentines	Week 7 Art week	
Key Text	Home 3 little pigs	The Journey Trainride	River	Zog and the Flying Doctors The Hospital Dog	Around the town			
Additional Texts / Nursery Rhymes	<b>Poems/Rhymes</b> Incy Wincy Spider Old Macdonald Skidamarink							
	<b>Key Vocabulary</b> Winter Ice Snow Frost Painting, printing, drawing Chinese New Year Valentine’s Day Love						<b>Key Questions</b>  What types of weather do we get in the winter? Why do we celebrate Valentine’s Day? In the Chinese New Year what animal is it this year?	
	<b>Key Knowledge</b> In the winter trees have no leaves In the winter the weather is colder and we get snow, ice and frost Ice melts when it gets warm In the Chinese New Year this Year is the year of the Tiger We celebrate Valentine’s day to show people we love them							
Personal Social and Emotional	BR-Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it MS-Is aware of being evaluated by others and begin to develop ideas about themselves according to the message they hear from others SR-Is more able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others’ feelings						<u>Planned Activities</u> <ul style="list-style-type: none"><li>Reading stories, discussing characters feelings.</li><li>Class Charter</li><li>Following the Rules song</li></ul>	

	<p>MS-Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom</p> <p>Children are beginning to talk about and understand when they have upset/ hurt someone or someone's feelings in discussion with an adult, and choosing a way to make amends</p> <p>Children are beginning to be able to share resources and toys with others</p> <p>Children are able to work together as a group or team when building/ playing games</p> <p>Can name and identify different parts of the body</p>	<ul style="list-style-type: none"> <li>• Learning Nursery routines</li> <li>• Learning how to line up</li> <li>• Building relationships</li> <li>• Circle Times</li> </ul>
Physical Development	<p>GM-Can balance on one foot or in a squat momentarily shifting body weight to improve stability</p> <p>FMS-Manipulates a range of tools and equipment in one hand, tools include paintbrushes, toothbrush, scarves or ribbons</p> <p>FM – static tripod grip</p> <p>GM -Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</p> <p>Children enjoy playing and show some skill when joining in simple PE games, moving around obstacle courses, throwing and catching, climbing on outdoor equipment and using balance bikes and scooters.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Squiggle While we Wiggle</li> <li>• Dough Disco</li> <li>• Moving and dancing along to music</li> <li>• Drawing self portraits</li> <li>• Cosmic yoga mindful kids</li> <li>• Toothbrushing</li> <li>• Outdoor big area, use of climbing frame, bikes, scooters, building obstacle course,</li> </ul>
Communication and Language	<p>LA-Focusing attention– can still listen or do, but can change their focus of attention</p> <p>U-Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in a box</p> <p>S-Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>S-Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>S-Talks more extensively about things that are of particular importance to them</p> <p>Children enjoy completing small tasks helping adults and are able to follow instructions with more than one part. Such as cleaning out the class pet, e.g. fill the water bottle at the sink then fill the food bowl.</p> <p>Children are using language reflecting their experiences and time in Nursery.</p> <p>They are able to hold longer conversations discussing things of importance and topics that interest them. They are beginning to explain their own knowledge and experience using a variety of tenses and linking sentences together.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Story and Rhyme time</li> <li>• Floor book, photos of children's activities to discuss</li> <li>• Weekly guided reading</li> <li>• Talking about family celebrations / daily news</li> </ul>
Literacy	<p>C-Begins to be aware of the way stories are structured, and to tell own stories</p> <p>WR-Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>WR-Claps or taps the syllables in words during sound play</p> <p>WR– Recognises rhythm in spoken words, songs, poems and rhymes</p> <p>WR-Hears and says the initial sound in words</p> <p>W-Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>W-Shows interests in letters in the environment, identifying the initial letter of their own name and other familiar words</p> <p>Children begin to form some recognisable letters when attempting to write their name.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Squiggle While we Wiggle/ Letter Join</li> <li>• Weekly Reading (guided reading sessions)</li> <li>• Daily stories and rhymes</li> <li>• Daily Calendar</li> <li>• Floor Book, children to write/ draw things they have learnt</li> <li>• Phase 1 Phonic sessions</li> </ul>
Mathematics	<p>NP May show fascination with large numbers</p> <p>NP-Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>N-Links numerals with amounts up to 5 and maybe beyond</p> <p>N– Separates a group of three or four objects in different ways, beginning to recognise the total is still the same.</p> <p>SSM– Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> <p>SSM– Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p> <p>SSM– Recalls a sequence of events in everyday life and stories.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Daily Calendar</li> <li>• Maths sessions</li> <li>• Counting when lining up</li> <li>• Number groups</li> </ul>

	<p>Children enjoy completing practical maths activities, adding, subtracting, matching, counting etc. They take pride in working out the correct answer and will use what they have learnt during their play.</p> <p>Children enjoy looking at numbers beyond 10, during the calendar and counting children in the class, some children begin to show an interest in larger numbers.</p> <p>Children enjoy using 3D shapes to create buildings and castles, joining different shapes to create towers etc.</p> <p>Children enjoy creating repeated patterns on peg boards and on simple computer games</p> <p>Children have a good understanding of the Nursery routine and are able to sequence their Nursery day.</p>					<ul style="list-style-type: none"> <li>Ten Town</li> </ul>	
Numbers-ongoing	NP-Counts up to at least 4 objects accurately.	NP-Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Counting to five and matching numeral to amount	SSM– Recalls a sequence of events in everyday life and stories. Uses language related to mass and capacity.	Separates a group of three or four objects in different ways, beginning to recognise the total is still the same.	NP -May show fascination with large numbers	SSM– Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)	
Mathematics teacher led activity	Freddie Four	Fiona Five	Expose to mass	Counting to five on fingers/order to 5	Seal Six	Expose to long, short	Language more/less
Understanding the World	<p>P&amp;C– Shows interest in different occupations and ways of life indoors and outdoors</p> <p>TNW– Developing an understanding of growth, decay and changes over time</p> <p>P&amp;P– Remembers and talks about significant events in their own experience</p> <p>P&amp;P-talk about how they have changed over their life</p> <p>T– Knows that information can be retrieved from digital devices and the internet</p> <p>Children observe the life cycle of a butterfly and changes to plants they grow e.g. sunflowers, broad beans and cress. They are able to talk about and explain some of the things they have observed.</p> <p>When the children want to find out more information about something they know they can use the internet/ google to find out more with support</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>Birthdays, discussing how we celebrate special occasions with family/ New Year/ Chinese New Year/ Valentines Day</li> <li>Weekly Ipad time (Wednesdays)</li> <li>Tizzy's Toolbox and Paint on PC</li> </ul>	
Expressive Arts and Design	<p>CWM– Develops and understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>BI&amp;E– Sing to self and makes up simple songs</p> <p>BI&amp;E-Creates sounds, movement, drawings to accompany stories</p> <p>BI&amp;E -Uses available resources to create props or create imaginary ones to support play</p> <p>Children use a variety of media, pencils, crayons, felt tips to make marks to represent people, objects and events using more than just lines and circles.</p> <p>Children use a variety of resources and media to extend their learning and experience from stories, creating pictures, sounds, movements and props for role play.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>Nursery rhymes</li> <li>Daily calendar songs</li> <li>Squiggle While we Wiggle/ Letter Join</li> <li>Making Valentines cards</li> <li>Creating self portraits</li> <li>Art week</li> </ul>	

The Links Primary School Nursery Spring Term 2 -2024

Theme The Living world	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
	Pancake Day	Holi	Mother's Day			Easter		
	World Book Day							
Key Text	Seasons	Weather	Living things	Bodies	Families	Animal families-Who is my mummy?		
Additional Texts / Nursery Rhymes	<b>Enhancement texts</b> <ul style="list-style-type: none"><li>Pancake recipe</li><li>We're going on an egg hunt</li></ul>							
	Poems/Rhymes Baa Baa Black Sheep Humpty Dumpty Hop Little Bunny, Hop, Hop, Hop							
	<b>Key Vocabulary</b> Spring, Grow, Buds, Mother's Day, Flowers, Easter, Compost, Seeds, Rabbits, Holi, Mum, Mother, Jesus, New life, head, arms, legs, tummy, knees, shoulders, hands, toes, fingers, neck., on, under, behind, next to,						<b>Key Questions</b>	
	<b>Key Knowledge</b> In spring time plants start to grow, trees begin to grow their leaves. Seeds need soil, water and sunlight to help them grow. Easter is a time to celebrate new life Jesus died and came back to life Name simple jobs and heroes.						What happens in the spring time? What changes do we see? How do plants start their life? What do seeds need to help them grow? What weathers do we see in the spring time? Why do we celebrate Easter? What happened to Jesus after he was buried in the tomb? What jobs does your parent have? What power does a hero have?	

Personal Social and Emotional	<p>BR-Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>MS-Is aware of being evaluated by others and begin to develop ideas about themselves according to the message they hear from others</p> <p>SR-Is more able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others' feelings</p> <p>MS-Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom</p> <p>Children are beginning to talk about and understand when they have upset/ hurt someone or someone's feelings in discussion with an adult, and choosing a way to make amends</p> <p>Children are beginning to be able to share resources and toys with others</p> <p>Children are able to work together as a group or team when building/ playing games</p> <p>Can name and identify different parts of the body</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Reading stories, discussing characters feelings.</li> <li>• Class Charter</li> <li>• Following the Rules song</li> <li>• Learning Nursery routines</li> <li>• Learning how to line up</li> <li>• Building relationships</li> <li>• Circle Times</li> </ul>
	<p>Circle Time</p> <p>SR-Is more able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others' feelings</p>	<p>Circle time</p> <p>MS-Is aware of being evaluated by others and begin to develop ideas about themselves according to the message they hear from others</p>	<p>Circle time</p> <p>BR-Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p>	<p>Forest School, getting dressed for forest school, coats, waterproofs and wellies on.</p> <p>MS-Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom</p>	<p>Forest School, getting dressed for forest school, coats, waterproofs and wellies on.</p> <p>MS-Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom</p>	
Physical Development	<p>GM-Can balance on one foot or in a squat momentarily shifting body weight to improve stability</p> <p>FMS-Manipulates a range of tools and equipment in one hand, tools include paintbrushes, toothbrush, scarves or ribbons</p> <p>FM – static tripod grip</p> <p>GM -Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</p> <p>Children enjoy playing and show some skill when joining in simple PE games, moving around obstacle courses, throwing and catching, climbing on outdoor equipment and using balance bikes and scooters.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Squiggle While we Wiggle/ letter join</li> <li>• Dough Disco</li> <li>• Moving and dancing along to music</li> <li>• Practising patterns</li> <li>• Cosmic yoga mindful kids</li> <li>• Toothbrushing</li> <li>• Outdoor big area, use of climbing frame, bikes, scooters, building obstacle course,</li> </ul>
	<p>Funky Feet</p> <p>GM-Can balance on one foot or in a squat momentarily shifting body weight to improve stability</p>	<p>Funky Feet</p> <p>FMS-Manipulates a range of tools and equipment in one hand, tools include paintbrushes, toothbrush, scarves or ribbons</p>	<p>Mother's Day Cards</p> <p>FM – static tripod grip</p>	<p>Woodwork Bench and Cutting activity in CP</p> <p>GM -Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</p>	<p>Easter Cards</p> <p>FM – static tripod grip</p>	

Communication and Language	<p>LA-Focusing attention– can still listen or do, but can change their focus of attention</p> <p>U-Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in a box</p> <p>S-Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>S-Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>S-Talks more extensively about things that are of particular importance to them</p> <p>Children enjoy completing small tasks helping adults and are able to follow instructions with more than one part. Such as cleaning out the class pet, e.g. fill the water bottle at the sink then fill the food bowl.</p> <p>Children are using language reflecting their experiences and time in Nursery.</p> <p>They are able to hold longer conversations discussing things of importance and topics that interest them. They are beginning to explain their own knowledge and experience using a variety of tenses and linking sentences together.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Story and Rhyme time</li> <li>• Floor book, photos of children’s activities to discuss</li> <li>• Weekly guided reading</li> <li>• Talking about family celebrations / daily news</li> </ul>
	<p>Circle Time Discussing what the children did over half term</p> <p>S-Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>S-Talks more extensively about things that are of particular importance to them</p>	<p>Funky Feet</p> <p>U-Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in a box</p>	<p>Whilst making Mother’s Day cards discuss with children the changes since they were babies</p> <p>LA-Focusing attention– can still listen or do, but can change their focus of attention</p>	<p>Discussion about growing sunflowers, what plants need and the changes that occur</p> <p>S-Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>	<p>Discussion about Easter</p> <p>S-Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>	
Literacy	<p>C-Begins to be aware of the way stories are structured, and to tell own stories</p> <p>WR-Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>WR-Claps or taps the syllables in words during sound play</p> <p>WR– Recognises rhythm in spoken words, songs, poems and rhymes</p> <p>WR-Hears and says the initial sound in words</p> <p>W-Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>W-Shows interests in letters in the environment, identifying the initial letter of their own name and other familiar words</p> <p>Children begin to form some recognisable letters when attempting to write their name.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>• Squiggle While we Wiggle/ Letter Join</li> <li>• Weekly Reading (guided reading sessions)</li> <li>• Daily stories and rhymes</li> <li>• Daily Calendar</li> <li>• Floor Book, children to write/ draw things they have learnt</li> <li>• Phase 1 Phonic sessions</li> </ul>
	<p>Read the Gingerbread Man, discuss story structure</p> <p>C-Begins to be aware of the way stories are structured, and to tell own stories</p>	<p>Read the Gingerbread Man, emphasise rhythm in story</p> <p>WR– Recognises rhythm in spoken words, songs, poems and rhymes</p>	<p>Mother’s Day Cards</p> <p>Children begin to form some recognisable letters when attempting to write their name.</p> <p>W-Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>Clapping names during register</p> <p>WR-Claps or taps the syllables in words during sound play</p>	<p>Easter Cards</p> <p>Children begin to form some recognisable letters when attempting to write their name.</p> <p>W-Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	

Mathematics	<p>NP May show fascination with large numbers</p> <p>NP-Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>N-Links numerals with amounts up to 5 and maybe beyond</p> <p>N- Separates a group of three or four objects in different ways, beginning to recognise the total is still the same.</p> <p>SSM- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> <p>SSM- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p> <p>SSM- Recalls a sequence of events in everyday life and stories.</p> <p>Children enjoy completing practical maths activities, adding, subtracting, matching, counting etc. They take pride in working out the correct answer and will use what they have learnt during their play.</p> <p>Children enjoy looking at numbers beyond 10, during the calendar and counting children in the class, some children begin to show an interest in larger numbers.</p> <p>Children enjoy using 3D shapes to create buildings and castles, joining different shapes to create towers etc.</p> <p>Children enjoy creating repeated patterns on peg boards and on simple computer games</p> <p>Children have a good understanding of the Nursery routine and are able to sequence their Nursery day.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>Counting Songs</li> <li>Daily Calendar</li> <li>Maths sessions</li> <li>Counting when lining up</li> <li>Number groups</li> <li>Ten Town</li> </ul>
Numbers-ongoing	SSM- Recalls a sequence of events in everyday life and stories.	NP-Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)	Separates a group of three or four objects in different ways, beginning to recognise the total is still the same.	NP-Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Counting to five and matching numeral to amount	Separates a group of three or four objects in different ways, beginning to recognise the total is still the same.	<p>SSM- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> <p>SSM- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p>
Mathematics teacher led activity	Sir Seven	Eric Eight	Nina Nine	Tina Ten Count aloud to 10	Interest in larger numbers around us. Counting groups accurately -combining groups	Using shapes to make models/pictures Patterns
Understanding the World	<p>P&amp;C- Shows interest in different occupations and ways of life indoors and outdoors</p> <p>TNW- Developing an understanding of growth, decay and changes over time</p> <p>P&amp;P- Remembers and talks about significant events in their own experience</p> <p>P&amp;P-talk about how they have changed over their life</p> <p>T- Knows that information can be retrieved from digital devices and the internet</p> <p>Children observe the life cycle of a butterfly and changes to plants they grow e.g. sunflowers, broad beans and cress. They are able to talk about and explain some of the things they have observed.</p> <p>When the children want to find out more information about something they know they can use the internet/ google to find out more with support</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>Birthdays, discussing how we celebrate special occasions with family Pancake Day/ Easter/ Mother's Day</li> <li>Weekly Ipad time (Wednesdays)</li> <li>Tizzy's Toolbox and Paint on PC</li> <li>Planting Seeds</li> <li>Cooking pancakes</li> <li>Going on a spring walk</li> </ul>

	<p>Circle Time Discussing what the children did over half term</p> <p>P&amp;P– Remembers and talks about significant events in their own experience</p>	<p>After reading the Gingerbread Man discuss the job of a baker. Bake and sell some gingerbread men.</p> <p>P&amp;C– Shows interest in different occupations and ways of life indoors and outdoors</p>	<p>Mother's Day Cards</p> <p>Children to bring baby photos to use to make cards. Discuss with children how they have changed.</p> <p>P&amp;P-talk about how they have changed over their life</p>	<p>Planting sunflower seeds</p> <p>TNW– Developing an understanding of growth, decay and changes over time</p>	<p>As a whole class research the meaning of Easter on the Internet</p> <p>T– Knows that information can be retrieved from digital devices and the internet</p>	<ul style="list-style-type: none"> <li>Easter Egg Hunt</li> </ul>
Expressive Arts and Design	<p>CWM– Develops and understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>BI&amp;E– Sing to self and makes up simple songs</p> <p>BI&amp;E-Creates sounds, movement, drawings to accompany stories</p> <p>BI&amp;E -Uses available resources to create props or create imaginary ones to support play</p> <p>Children use a variety of media, pencils, crayons, felt tips to make marks to represent people, objects and events using more than just lines and circles.</p> <p>Children use a variety of resources and media to extend their learning and experience from stories, creating pictures, sounds, movements and props for role play.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>Nursery rhymes</li> <li>Daily calendar songs</li> <li>Squiggle While we Wiggle/ Letter Join</li> <li>Making Easter cards/ Mother's Day Cards</li> <li>Creating self portraits</li> </ul>
	<p>Whole class create movements linked to The Gingerbread man story</p> <p>BI&amp;E-Creates sounds, movement, drawings to accompany stories</p>	<p>Whole class create movements linked to The Gingerbread man story</p> <p>BI&amp;E-Creates sounds, movement, drawings to accompany stories</p>	<p>PROVISION Focus</p> <p>BI&amp;E -Uses available resources to create props or create imaginary ones to support play</p>	<p>Music and Rhyme time</p> <p>BI&amp;E– Sing to self and makes up simple songs</p>	<p>Easter Cards, children to draw flowers/ chicks</p> <p>CWM– Develops and understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p>	



# The Links Primary School Nursery Summer Term 1 -2024

Theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Traditional stories								
Key Text	Jim and the Beanstalk	Super Red Riding Hood	Princess and the Pea	Goldilocks and the three bears	Billy Goats Gruff	Porridge pot		
Additional Texts / Nursery Rhymes	Enhancement texts Jabari Jumps – Gaia Cornwall Poems/Rhymes Hey Diddle Diddle One, Two, Three, Four, Five							
	Key Vocabulary Long ago, happy ever after, future, map, journey, preposition, alternative, similarities, differences, materials, properties,						Key Questions	
	Key Knowledge  Animals cannot really talk. Traditional stories have a problem and a happy ending. They usually have a good and evil character.						What weather do we see in the summer time? What is a traditional tale?  How is this version of the story the same or different?  What did they steal from Jack? Who is a good character and who is an evil character? How does exercise make our bodies feel? How does our body cool its self-down?	

Personal Social and Emotional	BR-Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers MS-Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help UE-Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions Children happily come into Nursery and leave their parent/ carer Children are able to follow the Nursery routine, help tidy, sit and listen during appropriate times Children are beginning to solve conflict with others by talking through their problems, and asking an adult for a support when needed Children can independently put on their wellies and attempt to put on their shoes. Children are able to notice a difference in how their body feels before and after exercise. Children are confident to try new things and meet new people during visits and working in different areas of the school Children are polite and friendly when meeting new people					<ul style="list-style-type: none"> <li>Planned Activities</li> <li>Reading stories, discussing characters feelings.</li> <li>Class Charter</li> <li>Following the Rules song</li> <li>Learning Nursery routines</li> <li>Learning how to line up</li> <li>Building relationships</li> <li>Circle Times</li> <li>Visits within school</li> <li>Risky play, obstacle courses etc</li> <li></li> </ul>	
	Settling Back into Nursery after the Easter Holiday  UE-Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions	Circle Time/ Share and Care  MS-Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help	PROVISION  BR-Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers	UE-Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions	Acting out story  MS-Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help	PROVISION  BR-Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers	
Physical Development	MH-Can grasp and release with two hands to throw and catch a large ball, beanbag or an object GM- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise FM-Dynamic tripod grip					<ul style="list-style-type: none"> <li>Planned Activities</li> <li>Squiggle While we Wiggle/ letter join</li> <li>Dough Disco</li> <li>Moving and dancing along to music</li> <li>Practising patterns</li> <li>Cosmic yoga mindful kids</li> <li>Toothbrushing</li> <li>Outdoor big area, use of climbing frame, bikes, scooters, building obstacle course,</li> <li>Use of field and mugga to play What's the time BR Wolf and other games</li> <li>Discussing how our bodies feel after exercising</li> </ul>	
	Funky Feet  MH-Can grasp and	Outdoor Climbing Equipment	Drawing Pictures  FM-Dynamic tripod grip	Forest School  MH-Can grasp and	Outdoor Climbing Equipment	Life Cycle of a Frog drawing	

	release with two hands to throw and catch a large ball, beanbag or an object	<b>GM-</b> Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise		release with two hands to throw and catch a large ball, beanbag or an object	<b>GM-</b> Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise	<b>FM-</b> Dynamic tripod grip	
Communication and Language	<b>LA-</b> Is able to follow directions (if not intently focused) <b>U-</b> Beginning to understand why and how questions <b>S-</b> Questions why things happen and gives explanations. Asks e.g. who, what, when, how <b>S-</b> Builds up vocabulary that reflects the breadth of their experiences Children have deeper discussions about how and why, explaining their own knowledge and using vocabulary that reflects what they have learnt during their time in Nursery and at home.					<u>Planned Activities</u> <ul style="list-style-type: none"> <li>• Story and Rhyme time</li> <li>• Floor book, photos of children's activities to discuss</li> <li>• Weekly guided reading</li> <li>• Talking about family celebrations / daily news/</li> <li>• Circle times</li> </ul>	
	<b>Looking at Tadpoles and how they have changed over Easter</b>  <b>S-</b> Questions why things happen and gives explanations. Asks e.g. who, what, when, how	<b>Class Discussion</b> At a whole class, discuss the Lifecycle of a frog  <b>S-</b> Builds up vocabulary that reflects the breadth of their experiences	<b>Funky Feet</b>  <b>LA-</b> Is able to follow directions (if not intently focused)	<b>Story Time</b> Discussing the Book, Little Red Riding Hood  <b>U-</b> Beginning to understand why and how questions	<b>Discussions during Gardening</b> (looking after the veg patch)  <b>S-</b> Questions why things happen and gives explanations. Asks e.g. who, what, when, how	<b>Circle Time</b>  <b>S-</b> Builds up vocabulary that reflects the breadth of their experiences	
Literacy	<b>R-</b> Recognises familiar words and signs such as own name, advertising logos and screen icons <b>R-</b> Knows that print carries meaning and, in English, is read from left to right and top to bottom <b>WR-</b> Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration <b>W-</b> Begins to make letter-type shapes to represent the initial sound of their name and other familiar words Children begin to use their phonic knowledge to write simple cvc words, knowing that they write from left to right Through PROVISION learning children are supported with their early writing skills by writing letters, lists, stories, captions, labels, signs etc					<u>Planned Activities</u> <ul style="list-style-type: none"> <li>• Squiggle While we Wiggle/ Letter Join</li> <li>• Weekly Reading (guided reading sessions)</li> <li>• Daily stories and rhymes</li> <li>• Daily Calendar</li> <li>• Floor Book, children to write/ draw things they have learnt</li> <li>• Phase 1 Phonic sessions</li> <li>• Writing cards for birthdays/ platinum jubilee</li> <li>• Creating signs</li> </ul>	
	<b>Phonics</b>  <b>WR-</b> Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration	<b>PROVISION</b>  <b>W-</b> Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	<b>Story Time</b>  <b>R-</b> Knows that print carries meaning and, in English, is read from left to right and top to bottom	<b>PROVISION</b>  <b>R-</b> Recognises familiar words and signs such as own name, advertising logos and screen icons	<b>Phonics</b>  <b>WR-</b> Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration	<b>PROVISION</b>  <b>W-</b> Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	

Mathematics	<p><b>Ca</b>– Explores using a range of their own marks and signs to which they ascribe mathematical meanings</p> <p><b>Co</b>– Beginning to use understanding of number to solve problems in play and meaningful activities</p> <p>Beginning to recognise that each counting number is more than the one before</p> <p><b>S</b>- Attempts to create arches and enclosures when building, using trail and improvement to select blocks</p> <p><b>P</b>– Creates their own spatial pattern showing some organisation or regularity.</p> <p>Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.</p> <p><b>M</b>– In meaningful contexts, finds the longer or shorter, heavier or lighter and more or less full of two items.</p> <p>Children begin to form numerals and marks to give meaning and show findings for a number problem.</p> <p>Children enjoy joining in with songs such as five little monkeys, five little ducks, five speckled frogs, and begin to understand what happens when one is taken away.</p> <p>They also begin to understand one more and can give one more than a given number during an activity.</p> <p>Children can fill containers full, half full, nearly empty and partly full to ensure they use the correct amount of ingredients when baking or making playdough.</p> <p>When digging up potatoes’ children are able to use scales to help find the heaviest and lightest potato, children can also compare the length and size of other plants, fruit and veg they have grown.</p> <p>Children look at the patterns of a butterfly and learn about symmetrical patterns, they create their own spatial patterns using a variety of media.</p>						<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>Counting Songs</li> <li>Daily Calendar</li> <li>Maths sessions</li> <li>Counting when lining up</li> <li>Number groups</li> <li>Ten Town</li> </ul>
Numbers-ongoing	Beginning to recognise that each counting number is more than the one before	<b>Co</b> - Beginning to use understanding of number to solve problems in play and meaningful activities	Beginning to recognise that each counting number is more than the one before	<b>Co</b> - Beginning to use understanding of number to solve problems in play and meaningful activities	<b>P</b> - Creates their own spatial pattern showing some organisation or regularity. Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.	<p><b>M</b>- In meaningful contexts, finds the longer or shorter, heavier or lighter and more or less full of two items.</p> <p><b>Ca</b>- Explores using a range of their own marks and signs to which they ascribe mathematical meanings</p>	
Mathematics teacher led activity	Counting patterns To begin to recognise each number is one more than the last.	Know the last number counted is the total	More or less	Number problems-add and takeaway with objects	Recognise numbers to 5	Begin to write / mark make numbers	
Understanding the World	<p><b>P&amp;C</b>– Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p><b>TW</b>– Talks about why things happen and how things work</p> <p>Begin to understand the effect their behaviour can have on the environment</p> <p><b>T</b>– Plays with a range of materials to learn cause and effect, for example, makes string puppet using dowels and string to suspend the puppet</p> <p>Children begin to understand different ways we can help the environment e.g. recycling, not dropping rubbish,</p> <p>Children begin to explain how and why things happen through creating experiments and models with cause and effect</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> <li>Birthdays, discussing how we celebrate special occasions with family</li> <li>Weekly Ipad time (Wednesdays)</li> <li>Tizzy’s Toolbox and Paint on PC</li> </ul>	

						<ul style="list-style-type: none"> <li>• Creating moving models in the woodwork area</li> <li>• Planting sunflowers in garden</li> <li>• Weeding vegetable patch</li> <li>• Litter picking in outdoor area and school feild</li> </ul>	
	<b>Observing Tadpoles</b>  <b>TW</b> – Talks about why things happen and how things work	<b>Forest School-</b> Going on a litter Pick  Begin to understand the effect their behaviour can have on the environment	<b>Class Discussion</b>  <b>P&amp;C</b> – Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	<b>Woodwork Bench-</b> Creating moving models  <b>T</b> – Plays with a range of materials to learn cause and effect, for example, makes string puppet using dowels and string to suspend the puppet	<b>Gardening- Looking after the vegetable patch</b>  Begin to understand the effect their behaviour can have on the environment	<b>Woodwork Bench-</b> Creating moving models  <b>T</b> – Plays with a range of materials to learn cause and effect, for example, makes string puppet using dowels and string to suspend the puppet	
Expressive Arts and Design	<b>CWM</b> – Develops an understanding of how to create and use sounds intentionally <b>BI&amp;E</b> – Uses movement and sounds to express experiences, expertise, ideas and feeling Experiments and creates movement in response to music, stories and ideas Children create models and pictures using a variety of different medias and tools with confidence.					<u>Planned Activities</u> <ul style="list-style-type: none"> <li>• Nursery rhymes</li> <li>• Daily calendar songs</li> <li>• Squiggle While we Wiggle/ Letter Join</li> <li>• Creating models in the wood work area</li> </ul>	
	<b>Music Time</b>  <b>CWM</b> – Develops an understanding of how to create and use sounds intentionally	<b>PROVISION</b>  <b>BI&amp;E</b> – Uses movement and sounds to express experiences, expertise, ideas and feeling	<b>Music Time-</b> Listening to classical music (The flight of the bumble bee)  Experiments and creates movement in response to music, stories and ideas	<b>Music Time</b>  <b>CWM</b> – Develops an understanding of how to create and use sounds intentionally	<b>Music Time</b>  <b>BI&amp;E</b> – Uses movement and sounds to express experiences, expertise, ideas and feeling	<b>PROVISION</b>  Experiments and creates movement in response to music, stories and ideas	

# The Links Primary School Nursery Summer Term 2 -2024

Theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Real and imaginary places		Father’s Day						
Key Text	Dear zoo	Harry and bucket full of dinosaurs	Under the sea	Pirate	Whatever next?	Aliens where underpants?	Transition stories	
Additional Texts / Nursery Rhymes	<div>Enhancement Texts<ul style="list-style-type: none"><li>Topsy and Tim Starting School</li><li>I love my Daddy – Giles Andreae</li><li>The mega magic hair swap – Rochelle Humes</li></ul></div> <div>Poems/Rhymes<ul style="list-style-type: none"><li>The wheels on The Bus</li><li>Row, Row, Row your boat</li></ul></div>							
	<b>Key Vocabulary</b> Zoo animals, dinosaur names, volcano, sea and sea animal, pirate, map, treasure, space, rocket, moon, aliens, galaxy, change				<b>Key Questions</b>  What animals live in the zoo? What do dinosaurs eat? What creatures live in the sea, land or sky/ What planets are in space? What do you need to take to space?			
	<b>Key Knowledge</b> <ul style="list-style-type: none"><li>By recycling</li><li>Putting rubbish in the bin</li></ul>							
Personal Social and Emotional	<b>BR</b> -Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers <b>MS</b> -Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help <b>UE</b> -Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions <b>HSC</b> -Observes and can describe in words or actions the effects of physical activity on their bodies <b>HSC</b> -Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom						<b>Focused Activities and PROVISION</b> <ul style="list-style-type: none"><li>Reading stories, discussing characters feelings.</li><li>Class Charter</li><li>Following the Rules song</li><li>Learning Nursery routines</li><li>Learning how to line up</li><li>Building relationships</li></ul>	

	<p>Children happily come into Nursery and leave their parent/ carer</p> <p>Children are able to follow the Nursery routine, help tidy, sit and listen during appropriate times</p> <p>Children are beginning to solve conflict with others by talking through their problems, and asking an adult for a support when needed</p> <p>Children are confident to try new things and meet new people during visits and working in different areas of the school</p> <p>Children are polite and friendly when meeting new people</p> <p>Children are beginning to become independent when dressing, putting on their own coat, jumper. Children can independently put on their wellies and attempt to put on their shoes.</p> <p>Children are able to notice a difference in how their body feels before and after exercise.</p>					<ul style="list-style-type: none"> <li>• Circle Times</li> <li>• Visits within school</li> <li>• Risky play, obstacle courses etc</li> </ul>	
	<b>Forest School</b>  <b>HSC</b> -Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom	<b>Share and Care</b>  <b>MS</b> -Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help	<b>Funky Feet</b>  <b>UE</b> -Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions <b>HSC</b> -Observes and can describe in words or actions the effects of physical activity on their bodies	<b>PROVISION</b>  <b>BR</b> -Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers	<b>Forest School</b>  <b>HSC</b> -Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom	<b>Share and Care</b>  <b>MS</b> -Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help	<b>Funky Feet</b>  <b>UE</b> -Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions <b>HSC</b> -Observes and can describe in words or actions the effects of physical activity on their bodies
Physical Development	<b>MH</b> -Can grasp and release with two hands to throw and catch a large ball, beanbag or an object <b>FM</b> -Dynamic tripod grip <b>GM</b> - Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise					<b>Focused Activities and PROVISION</b> <ul style="list-style-type: none"> <li>• Squiggle While we Wiggle/ letter join</li> <li>• Dough Disco</li> <li>• Moving and dancing along to music</li> <li>• Practising patterns</li> <li>• Cosmic yoga mindful kids</li> <li>• Toothbrushing</li> <li>• Outdoor big area, use of climbing frame, bikes, scooters, building obstacle course,</li> <li>• Use of field and mugga to play What's the time BR Wolf and other games</li> <li>• Sports Week</li> <li>• Sports Day</li> <li>• Using hall for PE sessions</li> </ul>	
	<b>MH</b> -Can grasp and release with two hands to throw and catch a large ball, beanbag or an	<b>Letter Join</b> <b>FM</b> -Dynamic tripod grip	<b>PROVISION</b> <b>GM</b> - Climbs stairs, steps and moves across climbing equipment using	<b>Funky Feet</b> <b>MH</b> -Can grasp and release with two hands to throw and catch a large	<b>Letter Join</b> <b>FM</b> -Dynamic tripod grip	<b>PROVISION</b> <b>GM</b> - Climbs stairs, steps and moves across climbing equipment using	<b>Funky Feet</b> <b>MH</b> -Can grasp and release with two hands to throw and catch a large

	object		alternate feet. Maintains balance using hands and body to stabilise	ball, beanbag or an object		alternate feet. Maintains balance using hands and body to stabilise	ball, beanbag or an object
Communication and Language	<b>LA</b> -Is able to follow directions (if not intently focused) <b>U</b> -Beginning to understand why and how questions <b>S</b> -Questions why things happen and gives explanations. Asks e.g. who, what, when, how <b>S</b> -Builds up vocabulary that reflects the breadth of their experiences Children have deeper discussions about how and why, explaining their own knowledge and using vocabulary that reflects what they have learnt during their time in Nursery and at home.					<u>Focused Activities and PROVISION</u> <ul style="list-style-type: none"> <li>Story and Rhyme time</li> <li>Floor book, photos of children's activities to discuss</li> <li>Weekly guided reading</li> <li>Talking about family celebrations / daily news/ Father's Day</li> <li>Circle time</li> </ul>	
	<b>LA</b> -Is able to follow directions (if not intently focused)	<b>Shared Story</b>  <b>U</b> -Beginning to understand why and how questions	<b>Shared Story</b>  <b>S</b> -Questions why things happen and gives explanations. Asks e.g. who, what, when, how	<b>Share and Care</b>  <b>S</b> -Builds up vocabulary that reflects the breadth of their experiences	<b>Letter Join</b>  <b>LA</b> -Is able to follow directions (if not intently focused)	<b>Forest School</b>  <b>U</b> -Beginning to understand why and how questions	<b>Shared Story</b>  <b>S</b> -Questions why things happen and gives explanations. Asks e.g. who, what, when, how
Literacy	<b>R</b> -Recognises familiar words and signs such as own name, advertising logos and screen icons <b>R</b> -Knows that print carries meaning and, in English, is read from left to right and top to bottom <b>WR</b> -Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration <b>W</b> -Begins to make letter-type shapes to represent the initial sound of their name and other familiar words Children begin to use their phonic knowledge to write simple cvc words, knowing that they write from left to right Through PROVISION learning children are supported with their early writing skills by writing letters, lists, stories, captions, labels, signs etc					<u>Focused Activities and PROVISION</u> <ul style="list-style-type: none"> <li>Squiggle While we Wiggle/ Letter Join</li> <li>Weekly Reading (guided reading sessions)</li> <li>Daily stories and rhymes</li> <li>Daily Calendar</li> <li>Floor Book, children to write/ draw things they have learnt</li> <li>Phase 1 Phonic sessions</li> <li>Writing cards for birthdays/ Father's Day</li> <li>Creating signs</li> </ul>	
	<b>PROVISION</b>  <b>R</b> -Recognises familiar words and signs such as own name, advertising logos and screen icons	<b>Father's Day Cards</b>  <b>W</b> -Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	<b>Phonics</b>  <b>WR</b> -Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration	<b>PROVISION</b>  <b>W</b> -Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	<b>Shared Story</b>  <b>R</b> -Knows that print carries meaning and, in English, is read from left to right and top to bottom	<b>PROVISION</b>  <b>W</b> -Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	<b>Phonics</b>  <b>WR</b> -Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration
Mathematics	<b>Ca</b> – Explores using a range of their own marks and signs to which they ascribe mathematical meanings <b>Co</b> – Beginning to use understanding of number to solve problems in play and meaningful activities Beginning to recognise that each counting number is more than the one before <b>S</b> - Attempts to create arches and enclosures when building, using trail and improvement to select				<u>Focused Activities and PROVISION</u> <ul style="list-style-type: none"> <li>Counting Songs</li> <li>Daily Calendar</li> <li>Maths sessions</li> </ul>		



	<p>blocks</p> <p><b>P</b>– Creates their own spatial pattern showing some organisation or regularity.</p> <p>Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.</p> <p><b>M</b>– In meaningful contexts, finds the longer or shorter, heavier or lighter and more or less full of two items.</p> <p>Children begin to form numerals and marks to give meaning and show findings for a number problem.</p> <p>Children enjoy joining in with songs such as five little monkeys, five little ducks, five speckled frogs, and begin to understand what happens when one is taken away. They also begin to understand one more and can give one more than a given number during an activity.</p> <p>Children can fill containers full, half full, nearly empty and partly full to ensure they use the correct amount of ingredients when baking or making playdough.</p> <p>When digging up potatoes’ children are able to use scales to help find the heaviest and lightest potato, children can also compare the length and size of other plants, fruit and veg they have grown.</p> <p>Children look at the patterns of a butterfly and learn about symmetrical patterns, they create their own spatial patterns using a variety of media.</p>				<ul style="list-style-type: none"> <li>Counting when lining up</li> <li>Number groups</li> <li>Ten Town</li> </ul>		
Numbers-ongoing	Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.	<b>Co</b> – Beginning to use understanding of number to solve problems in play and meaningful activities	Beginning to recognise that each counting number is more than the one before	<b>S</b> - Attempts to create arches and enclosures when building, using trail and improvement to select blocks	<b>P</b> – Creates their own spatial pattern showing some organisation or regularity. Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.	<b>M</b> – In meaningful contexts, finds the longer or shorter, heavier or lighter and more or less full of two items.	<b>Ca</b> – Explores using a range of their own marks and signs to which they ascribe mathematical meanings
Mathematics teacher led activity	Begin to organise and repeat patterns Counting pattern to 10	Count, recognise, order numbers to 5	Count aloud to 10 Begin to order numbers to 10	Assessment	S-Creates their own spatial pattern showing some organisation or regularity.	S- Attempts to create arches and enclosures when building, using trail and improvement to select blocks	Practise writing numbers and making marks to represent numbers.
Understanding the World	<p><b>P&amp;C</b>– Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p><b>TW</b>– Talks about why things happen and how things work</p> <p>Begin to understand the effect their behaviour can have on the environment</p> <p><b>T</b>– Plays with a range of materials to learn cause and effect, for example, makes string puppet using dowels and string to suspend the puppet</p> <p>Children begin to understand different ways we can help the environment e.g. recycling, not dropping rubbish,</p> <p>Children begin to explain how and why things happen through creating experiments and models with cause and effect</p>					<p><u>Focused Activities and PROVISION</u></p> <ul style="list-style-type: none"> <li>Birthdays, discussing how we celebrate special occasions with family</li> <li>Weekly Ipad time (Wednesdays)</li> <li>Tizzy’s Toolbox and Paint on PC</li> <li>Creating moving models in the woodwork area</li> <li>Planting sunflowers in garden</li> </ul>	

						<ul style="list-style-type: none"> <li>Weeding vegetable patch</li> <li>Litter picking in outdoor area and school field</li> </ul>	
	<b>Share and Care</b>  <b>P&amp;C</b> – Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	<b>PROVISION</b>  <b>TW</b> – Talks about why things happen and how things work	<b>Forest School</b>  Begin to understand the effect their behaviour can have on the environment	<b>Woodwork Bench</b>  <b>T</b> – Plays with a range of materials to learn cause and effect, for example, makes string puppet using dowels and string to suspend the puppet	<b>Share and Care</b>  <b>P&amp;C</b> – Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	<b>PROVISION</b>  <b>TW</b> – Talks about why things happen and how things work	<b>Forest School</b>  Begin to understand the effect their behaviour can have on the environment
Expressive Arts and Design	<b>CWM</b> – Develops an understanding of how to create and use sounds intentionally <b>BI&amp;E</b> – Uses movement and sounds to express experiences, expertise, ideas and feeling Experiments and creates movement in response to music, stories and ideas Children create models and pictures using a variety of different medias and tools with confidence.					<u>Focused Activities and PROVISION</u> <ul style="list-style-type: none"> <li>Nursery rhymes</li> <li>Daily calendar songs</li> <li>Squiggle While we Wiggle/ Letter Join</li> <li>Creating cards for Father’s Day</li> <li>Creating models in the wood work area</li> </ul>	
	<b>Music Time</b>  <b>CWM</b> – Develops an understanding of how to create and use sounds intentionally	<b>Music Time</b>  <b>BI&amp;E</b> – Uses movement and sounds to express experiences, expertise, ideas and feeling Experiments and creates movement in response to music, stories and ideas	<b>Music Time</b>  <b>CWM</b> – Develops an understanding of how to create and use sounds intentionally	<b>Music Time</b>  <b>BI&amp;E</b> – Uses movement and sounds to express experiences, expertise, ideas and feeling Experiments and creates movement in response to music, stories and ideas	<b>Music Time</b>  <b>CWM</b> – Develops an understanding of how to create and use sounds intentionally	<b>Music Time</b>  <b>BI&amp;E</b> – Uses movement and sounds to express experiences, expertise, ideas and feeling Experiments and creates movement in response to music, stories and ideas	<b>Music Time</b>  <b>CWM</b> – Develops an understanding of how to create and use sounds intentionally