

Summer T1	Week 1-17/04/23	Week 2- 24/5/223	Week 3- 1/5/23	Week 4- 8/5/23	Week 5-15/5/23	Week 6-22/5/23	Half Term-29/5/23
Goal 1- Become a confident communicator							
<p>I will learn to:</p> <ul style="list-style-type: none"> • Carry out a task and listen at the same time (flexible attention) • Follow a simple story without pictures. • Understand sequenced instructions and adjectives. • Be aware of more complex humour and laugh at jokes. • Use well-formed sentences (may still be some grammatical errors). • Make myself easily understood with only a few immaturities in sounds/signs. • Frequently ask the meaning of unfamiliar words. • Use newly acquired vocabulary in context. • Write all or most of their name (not always formed correctly) • Communicate a more detailed description of the range of marks created. • Write strings of letters (upper and lower case) with no/few breaks and assign meaning to the marks created. • Use marks to write an instruction or message for another person. 				<p>Children will hold lengthier conversations with adults and children. Sentences may start to be linked together, children will start to use/overuse 'and' as well as other conjunctions. Many children show increased enjoyment in imaginative play where they will practise using their newly acquired language They may use 'big, exciting, new' words often out of context.</p>			
<p>L&A</p> <p>Speaking</p> <p>Understanding</p>	<ul style="list-style-type: none"> • Teach children to follow the nursery rules and display good listening. Support them to follow and join in with Together time and group time activities. • Teach and support children to listen during transition times-Bell and 10 little fingers to stop and listen • Support children to join in with the actions and words of songs. Invite them to talk about who and what they see. Model talking. Extend talking. • Daily story time as well as sharing books throughout the session. Core books, key text, rhymes and songs. • Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children. • Talk about the vocabulary in core books and key text- Ten Tiny Tadpoles, The Very Hungry Caterpillar, The Bad-Tempered Ladybirds • Activities planned around core texts- Ten Tiny Tadpoles, The Very Hungry Caterpillar, The Bad-Tempered Ladybirds • Outdoor play themed around Core books might lead to the children creating their own stories and inventing their own rhymes. May also lead to engaged role play together • Provide children with a rich language environment by sharing books and activities with them. Shared book reading. • Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?" • Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions. • Use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. • Children may use ungrammatical forms like 'I swimmmed'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday".When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model. • Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Henna is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"Model language that promotes thinking and challenges children: "I can see that's empty – I wonder what happened to the snail that used to be in that shell?" • Use open-ended questions like "I wonder what would happen if....?" encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc. Using who, what, why, when and how questions • Help children to elaborate on how they are feeling: "You look sad. Are you upset because Jasmin doesn't want to do the same thing as you?" • Use phonics throughout the day. For example, at the snack table bbb, banana, aaa, apple. Singing at the snack table or washing hands or putting coats on. Listening moments. Talking to the children about their lives, what they did at the weekend, favourite food when at the snack table etc. • Talking out loud as we do something providing a commentary, modelling thought processes and language. • Introduce short story CDs- Cd player and headphones for listening? • Introduce word of the week/sign of the week • Jokes of the week • Library 						

Goal 2- Form positive relationships and have empathy for others

I will learn to:

- Reflect on my interactions (often still needing adult support).
- Use assertiveness skills with each other in a range of situations.
- Negotiate solutions to conflicts.
- Name my own and the feelings of others.
- Make suggestions around how to help others.
- Enjoy seeing others succeed and give praise to others.

Children are starting to discuss different interactions and connecting what happens with what they did/said. Children will play cooperatively in their play and negotiate conflicts arising. They prefer to play with others than alone. Friendships deepen through understanding each other's emotions and offering praise to support self-esteem.

Building relationships

- Welcoming new children. Discussing how we can help the new children. Remember being new at nursery, how did it feel? What would be helpful and kind?
- Playing games with one friend and an adult, then 2 friends and an adult, then 3 friends and an adult. Play in a group with an adult, play together without an adult in a pair or more.
- Talking about our likes and dislikes. Knowing that it's ok to have similarities and differences. Use timers and count down spots.
- Play games such as Sandy girl, bug in the rug, Mrs Macaroni, who rang the bell? Who is behind me? Who stole the cookies from the cookie Jar?is walking around the ring. Hello goodbye songs.
- **Using puppets/teddies to model social situations. For example, two puppets fighting over a toy. The puppets being sad, why are they sad? What could they do? Get suggestions from children.**
- **Use a bear to indicate who is speaking during small group sessions to help children practice the skill of listening to each other.**
- **When managing conflict resolution help children see the consequences of their actions to support learning. For example, "You knocked Sophie down. She bumped her elbow. Look, she's crying. I know you didn't mean to hurt her, but what do you think you can do to help her feel better?" Have the child who caused the accident, whether intentional or not, ask the hurt child if he or she wants a hug, an ice pack or something else. Understanding the consequences of their actions and helping to fix the situation are two key elements in helping children develop empathy for others.**
- **Modelling saying sorry to others and talking about ways we can say sorry- walk up to them, look at them and say sorry; shake hands; fist bump or hug; draw a picture or make**

Goal 3- Feel self-confident with high self-esteem and able to communicate our needs and wishes

<p>I will learn to:</p> <ul style="list-style-type: none"> • Have friends they play with regularly. • Reflect on my own learning. • Work with increased independence, and be serious and realistic about the tasks and activities I take part in. • Show pride in what I do and love to share my work with others. • Show less frustration and anger and have increasing skills/strategies to calm down and help myself gain self-control. 	<p>Children can reflect on their learning journey and comment upon what has helped them to learn and persevere through difficulties. They take pride in seeing a task through to completion. They grow in confidence when working as part of a group to share their ideas with others.</p> <p>Active learning-Motivation Being involved and concentrating Keep on trying Enjoying achieving what they set out to do</p>
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<p>Self-regulation</p>	<ul style="list-style-type: none"> • Pass the face- Copy somebody's expression. Naming emotions. What makes you happy, sad, excited etc. • What has made you happy at nursery today? What has made you sad? What can we do to help? • Playing with 'emotion' toys and games. • Reading stories linked to emotions • Welcoming new children. Discussing how we can help the new children. Remember being new at nursery, how did it feel? What would be helpful and kind? • Playing games with one friend and an adult, then 2 friends and an adult, then 3 friends and an adult. Play in a group with an adult, play together without an adult in a pair or more. • Talking about our likes and dislikes. Knowing that it's ok to have similarities and differences. Use timers and count down spots. • Play games such as Sandy girl, bug in the rug, Mrs Macaroni, who rang the bell? Who is behind me? Who stole the cookies from the cookie Jar?is walking around the ring. Hello goodbye songs. • Using puppets/teddies to model social situations. For example, two puppets fighting over a toy. The puppets being sad, why are they sad? What could they do? Get suggestions from children. • Use a bear to indicate who is speaking during small group sessions to help children practice the skill of listening to each other. • Tasting activities and tally charts • Wow Moments to be shared in groups- model " I really like how you have used..." "Good Job" Encourage other children to say what they like about their friends work/model/achievement • Team work- tidy up teams. Pom, pom jars to fill
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- Play sandy girl
- Bug in a rug
- Who is behind me?
- Kim's game
- Who stole the cookies
- Walking around the ring

Goal 4-Show love, respect and care for our local community			
<p>I will learn to:</p> <ul style="list-style-type: none"> • Take on a role/responsibility within our nursery/local community. • Show increased pride in the things that they do and talk about caring for people/things/environment. • Practice the same task over and over again to show how much I care for something. • Know some similarities, differences, patterns and changes in relation to people. • Experience aspects of different cultures through families at nursery. 		<p>Children start to show more interest in their local community from places they walk to things they see. They begin to make more connections between our Eco schools work and the local community. They understand how we care for our environment and our animals, and they enjoy the opportunity to do this regularly. Children show interests in different cultures, religions and festivals and may ask questions about these.</p>	
<ul style="list-style-type: none"> • Beginning to put the feelings of others before my own at times. • Have a clear understanding of right and wrong. • Work together as part of a group to achieve a common goal. • Know some similarities and differences in relation to materials e.g., sorting rubbish. • Use vocabulary linked to different religions, cultures and festivals. 		<p>Children like to work alone or as part of a group to see a task through to completion. They show a good understanding of the Eco-Schools themes and apply them when looking after our nursery environment and the local environment too. Children show respect for different cultures, religions and festivals and ask questions to find out more.</p>	
People and communities	<ul style="list-style-type: none"> • Using free choice trolleys and drawers, modelling how to use, where to put and find things. Put items on the carpet. Where do they belong? Who can put them away? Who can find...? • Snack- Children to collect and tidy their own pot. Model this. Model counting out fruit and putting it on plate. 'I hear crunching rhyme' and initial sounds in fruit name 'aaa apple'. Talk about what fruit looks and tastes like. Favourite fruit/veg/food. Where does the fruit grow? Make a face with the fruit. • Wow moments. Acknowledging the good in others during play...'I like the way that', 'look at their model'. Show and tell, celebrating children's work. • Tidy up time- Discussing the importance of all helping to keep nursery tidy, welcoming and ready to play. Tidy up champion. (Tidy up teams?) • Polite words. Please, Thank you, sorry, excuse me, pardon • Roleplay, such as shops, doctors, dentist, hospital, hairdressers, police etc. • Trips to the shops, allotments, library. • Bus trips • Noticing and celebrating similarities and differences • Eco-schools, forest school, community events, family events • Tidy bags • Snack monitor • Compost monitor • Tidy teams 		
	<p>Preparation for the King's Coronation (SATURDAY 6TH MAY)</p> <ul style="list-style-type: none"> -Talking about the King -Painting the King -Making crowns -Making decorations -Write a letter to the King 		
	<p>Allotment trip-Ashgate 20/4/23 Central 28/4/23am</p>	<p>BANK HOLIDAY- 1/5/23 INSET DAY 2/5/23-Central 6/5/23- King's Coronation Allotment trip- Ashgate 12/5/2023 Central- 25/5/2023pm</p>	<p>Let's Garden Parents week 15/5/23-19/5/23</p>

Goal 5-Have favourite rhymes and stories							
I will learn to: <ul style="list-style-type: none"> • Have a good understanding of stories, I can talk about characters and settings. • Use props to act out and retell their favourites stories or rhymes. • Make attempts to read and write and may use known letters/symbols to represent written language. • Make their own books and share them with others using marks for words and representations. • Make up their own stories and share them with others • Will independently sing songs to others. 				<p>Children take part in interactive reading and show good comprehension of stories and rhymes told. They remember stories, songs and rhymes in their head with more fluency. They may identify some letters and match sounds to letters. Children begin to read and write letters for their name or meaningful phrases.</p> <p>Children can talk about their favourite stories and rhymes, explaining to others why they like or dislike them. They may have developed a good understanding of what an author is and begin to have some favourites.</p>			
Core Books	Ten Tiny Tadpoles		The Bad Tempered Ladybird		The Very Hungry Caterpillar		Democratic votes for favourites
Other key text	The Teeny Weeny Tadpole	Tadpoles Promise	The Very Lazy Ladybird	What the Ladybird Heard	The Crunching Munching Caterpillar	10 Wiggly Wiggly Caterpillars	
Core Rhymes	5 Little Speckled Frogs		Mrs Bluebird		Little Arabella Millar		
Rhyme of the week	Tiny Tim	5 Little peas	Wiggly woo	Here is the Beehive	Little Miss Muffet	Incy Wincy	
Comprehension	Answering questions related to texts read and rhymes sang in class. Answering who, what, why and how questions related to texts and rhymes.						
Word reading and writing	<ul style="list-style-type: none"> • Recognizing their name in print • Recognising familiar signs (food packaging etc.) • Writing some letters from our name. • Making marks for a purpose, making lists, writing a story etc. • Mark making with a variety of tools • Talking about the features of a book- front page, back page, pictures, text, author, illustrator, title • Reading from left to right in English • Writing numbers 						
	<ul style="list-style-type: none"> • Re-telling our favourite stories adults to scribe children draw pictures • Retell of a familiar story using different characters/setting. Use children's ideas. Adults scribe. Children draw. Make book and laminate. • Look at books that are written in different languages. Explain differences. 						
Phonics	Twinkl Phonics- Week 22 -Mini-beasts						

Goal 6- Develop independence in self-care

I will learn to:

- Be independent with toileting.
- Dress independently and begin to choose appropriate clothing for the weather.
- Tolerate different clothing textures, seams, tags etc.
- Feed myself without difficulty and have a good awareness of healthy and unhealthy foods.
- Have a good awareness of how to keep themselves safe and report dangers to adults.

Children will choose dressing up clothes and may attempt to put them on independently. They may need some assistance. They will try to dress appropriately for the weather e.g., hat or waterproofs. With adults, children will start to discuss how to keep themselves safe when accessing the internet e.g., alerting an adult to a scary/worrying image.

Managing self-Dressing and toileting

- Encouraging children to put on their own coat, hat, gloves and scarves. When children have put on their own coat sing the praise song... 'child' did her own coat, own coat, own coat child did her own coat hip hip hip hurray! Not all children will be able to fasten coat or put on finger gloves. When children have mastered a skill say 'now you have learned to do that the next thing is to learn how to...' this could be learn how to do poppers or zips etc.
- Teach children effective ways to put on their coat 'flip trick'.
- Teach children to look after their belongings.

- Talk about toilet training with children's parents and the children. Send social stories about toileting home and read toilet training books. Begin toilet training asap.
- Some children will need toilet reminders. Plenty of praise!
- Children wash hands with reminders from adults using soap and water. 'Wash wash wash your hands' song
- Children know the toileting routine, some children may need visuals

Goal 7- Plant, grow and care for our chickens to take food from farm to plate

I will learn to: <ul style="list-style-type: none"> Planting seeds and other gardening activities, which help the plants to grow. Work as part of a small group to care for our animals. Notice stages in a life cycle. Understand the beginning, middle and end of a plant lifecycle. Children start to pick and prepare produce for snack and lunch. Children know how to ask questions about the world using their senses 				Children will become more involved in gardening activities and will ask if they can visit the garden or complete a gardening activity. They will use the mud kitchen resource to develop their understanding of food growing, preparation and cooking. They will understand the beginning, middle and end of the plant life cycle. Children will show care when picking produce and will understand that they sometimes need to be washed before eating.			
<ul style="list-style-type: none"> Begin to understand how things are grown on a larger scale so we all have enough food to eat. Be more able to use a variety of tools in the garden. Understand hygiene in terms of having clean hands, handling eggs and washing and preparing food. Begin to use specific tools when preparing food for eating 				Children will work with adult support to use a variety of tools in the garden and when preparing food. They will collect information about and make connections between our gardening activities (including the allotment) and farming on a bigger scale. They will begin to reflect on the process of planting, growing and picking produce before we can eat it. They will observe and share food preparation with our chef.			
<ul style="list-style-type: none"> Work with increased independence when growing, picking and preparing the produce. Understand why crops thrive or fail and how they can help. Know that some food comes from other countries. Know how to wash and prepare the produce and are more confident to try new foods, both raw and cooked. Ask and look for answers to questions about the world. Know some important changes in the natural world around them, including the seasons and changing states of matter. 				Children work with more independence in the garden/ allotment. They remember how to look after the plants and are becoming more knowledgeable about which parts of the plant we eat. They have some knowledge about plants that we struggle to grow in Derby/Britain.			
Allotment	Allotment trip 20/4/23-pm Ashgate	Allotment trip- 28/4/23-am Central		Allotment trip- 12/5/23-am Central		Allotment trip- 25/5/23 pm Ashgate	
Sensory garden/a nimal care	Big seed plant (RHS) Seed planting, pumpkin, courgette, sweetcorn, sunflower. Planting Potatoes in the beds Garlic and onion to be planted out Plant Peas Find big sticks and make an edge for wildflower patch (Central) Pick broad beans						
Eco-Schools	<ul style="list-style-type: none"> Bio-diversity- Caterpillars ordered for 18th April 		World Bee Day Friday 20 th May Bee related activities		Trips to pond, pond dip, take photos		

Goal 8-Develop good core strength to use a range of tools and equipment for a purpose

<p>I will learn to:</p> <ul style="list-style-type: none"> • Choose the task and the tools required to carry it out. • Hold the tools correctly and observe safety rules for myself and others. • Develop greater overall body strength, co-ordination, balance and agility needed to engage successfully in a range of physical challenges. • Know about the forces that they can feel. • Show a preference for a dominant hand. • Use a comfortable grip with good control when holding pens and pencils. 		<p>Children work with more independence when using a range of tools e.g., in the garden, when baking, for construction and when writing. They remember how to use them safely and are showing increased strength and dexterity to use them purposefully and accurately. They pursue more challenging activities independently.</p>					
Fine motor	<ul style="list-style-type: none"> • Writing names/tracing names- pencil grip observation • Using screw drivers-Tinkering toys • Developing Scissor skills-Dough disco • Funky finger challenges 						
Gross motor	<ul style="list-style-type: none"> • Trampoline • Slide • Stepping Stones 	<ul style="list-style-type: none"> • Ribbons and pompoms • Stilts and hoops 	Throwing and catching				
Forest school	TBC						

Goal 9- Develop creativity so connections are made between areas of learning to extend their understanding

I will learn to:

- Choose the media I feel suits my task best.
- Plan, do and with support start to evaluate the end product.
- Start to adapt as I go, reacting to challenges like finding the right fixing material.
- Take part in music and drama

Children work with more independence in their creative work, manipulating materials/media with a purpose. They see projects through to a suitable end and can share what they have been creating and what decisions they made along the way.

Role-play	Acting out daily routines Teacher role-play area, register etc. Story telling etc. Outside office- add clipboards and notebooks/diary add alphabet/ numbers/ sightwords/decodable words					
Small world	Minibeasts and pond		Castles		pirates	
Creating with materials	Painting ourselves and instruments using correct colours for display Painting flowers for tree display	Frog/tadpole art Lifecycle art	Ladybird artwork Bee artwork for world bee day		Caterpillar artwork Printing	
Being imaginative and expressive	Introduction to helicopter stories- Explain to the children... Acting out Traditional stories-Jack and the Beanstalk. Music- movement cd, exploring different genres and artists Creative champion work begins (10 weeks)					

Goal 10-Become cheerful mathematicians, using number and shape practically in many aspects of play and experiences

I will learn to:

- Use mathematical language correctly to describe shape properties and select shape appropriately when building.
- Match, extend and create ABAB patterns and begin to show understanding of more complex patterns.
- Use and understand ordinal numbers and use words to describe a sequence of events.
- Compare and quantities and understand language such as more than, less than, fewer.
- Make comparisons between objects relating to size, length, weight and capacity.
- Use the language of time and money in their play.
- Have a deep understanding of 5 and show finger numbers up to 5 showing some understanding of bonds to 5.
- Rote count to 10 or higher.
- Make marks for number purposefully

Language such as 2d shape names, some 3d shape names, round, sides, corners, straight, flat. Children may choose flat surfaces for building or a triangular prism for a roof. They may combine shapes to make new ones, such as an arch or a bigger triangle. Children may notice and correct an error in a repeating pattern. Children use language to describe events such as first, then, after. Children begin to use language such as fewer, more than, less than. Children use fingers/objects to show different ways to make 2,3,4,5 e.g. $1+1+1=3$ $2+1+3$

Number SSM	<p>Alive in Five Comparing numbers to 5 Compare Mass</p> <p>(Spring Term Plans-White Rose)</p>	<p>Alive in Five Composition of 4 and 5 Compare Capacity</p>	<p>Growing 6,7,8 How many? Length and height</p>	Consolidate
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