

COMMUNICATION & LANGUAGE / LITERACY

Book focuses:
Oi Frog & Oi Dog by Kes Gray
 Rhyming pairs
 Chn to create their own silly rhyming story – HA writing rhymes LA – initial sounds
 Identify and group the different types of animals – Which could we have as a pet? Which could we not? Why?

The Great Pet Sale & Non Fiction Pet Books
 Pet fact sheets – What do pets need?
 Pet diagrams
 Make open/closed signs for the role play area
 Make a pet book for the role play area – children talk about, draw and label their own pets they have a hometha pet they would like.
 Reading pet names – phonics and reading skills
 Pet's what am I? Children to describe pets to each other without saying its name – can the other child guess from their description?
 Poem focus – "Dog" Children to create their own poems about different pets.

Hairy Maclary –
 Pie Corbett story telling – Hairy Maclary, Children to tell the story and draw their own story maps. HA – Add words
 Sequence stories
 Use masks, props and small world opportunities to retell stories
 Rhyming words – Link to Hairy McLary
 Descriptive words to describe dogs.

30-50:
 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
 Listens to stories with increasing attention and recall.
 Enjoys rhyming and rhythmic activities.
 Shows awareness of rhyme and alliteration.
 Describes main story settings, events and principal characters.
 Shows interest in illustrations and print in books and print in the environment.
 Recognises familiar words and signs such as own name and advertising logos.
 Knows information can be relayed in the form of print.
 Knows that print carries meaning and, in English, is read from left to right and top to bottom.
 Sometimes gives meaning to marks as they draw and paint.
 Ascribes meanings to marks that they see in different places.

40-60:
 Continues a rhyming string.
 Hears and says the initial sound in words.
 Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
 Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.
 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
 Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
 Writes own name and other things such as labels, captions.

NURSERY SUMMER 2

WOW

Frog waiting for children with a collection of animals and places where they should sit – Children to help frog sort out them out by matching the rhyming pairs!
 Visits to school from different pets – dogs, guinea pigs, rabbits

UNDERSTANDING THE WORLD

Classifying and comparing different types of animals from Oi Frog.
 Discuss life-cycle of a frog
 Research where each animal would really live/sit.
 Beebob dressed up a cat – Where does the cat go on a walk. Can we programme it and make a map? (Hairy Maclary link)
 Discuss what we need to be healthy and happy.
 What do pets need to be healthy and happy? Look at similarities and differences.
 Look at different habitats for different animals – Who lives here? presentation
 Use drawing tool on 2PaintAPicture to draw a picture of pet.

30-50:
 Shows interest in different occupations and ways of life.
 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
 Can talk about some of the things they have observed such as plants, animals, natural and found objects.
 Talks about why things happen and how things work.
 Developing an understanding of growth, decay and changes over time.
 Shows care and concern for living things and the environment. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

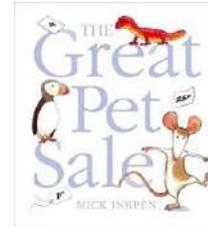
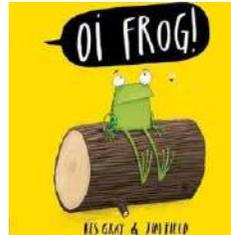
40-60:
 Looks closely at similarities, differences, patterns and change.
 Uses ICT hardware to interact with age-appropriate computer software.

MATHS

The Great Pet Sale – Money focus. Match the animals with correct price tag. Buy animals. Have a 1p sale.
 Sort animals – Fly, walk or swim?
 Order pets by height
 Beetle drive game – Children to roll the dice and then choose the corresponding number card. All 6 pieces required to make the picture of the pet. (HA 6 pieces. LA 3 pieces)
 Make shape animals using 2D plastic shapes.
 Hide a pet and tell children where they are using positional language – over, on, under, next to....
 Measuring leads/collars – HA Put in order of length
 Bones hidden in the sand – Children to dig for the bones and place in numbered bowls – Matching number and quantity.

30-50:
 Knows that numbers identify how many objects are in a set.
 Beginning to represent numbers using fingers, marks on paper or pictures.
 Sometimes matches numeral and quantity correctly.
 Shows curiosity about numbers by offering comments or asking questions.
 Compares two groups of objects, saying when they have the same number.
 Shows an interest in number problems.
 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
 Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
 Uses shapes appropriately for tasks.
 Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'flat'.

40-60:
 Recognises numerals 1 to 5.
 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
 Counts an irregular arrangement of up to ten objects.
 Estimates how many objects they can see and checks by counting them.
 Uses the language of 'more' and 'fewer' to compare two sets of objects.
 Orders two or three items by length or height.
 Orders two items by weight or capacity.
 Beginning to use everyday language related to money.



Adult-led challenges

Can you **identify** the rhyming pairs?
 Can you **create** your own animal rhyme?
 Can you **argue** which animals would make good pets?
 Can you **explain** how to keep your pet happy?

Children's questions

PHYSICAL DEVELOPMENT

Weekly hall sessions with Miss Jancy (Friday PM)
 Sports day skills developed over the half term..

- Bats and balls: balancing balls on a bat, partner work hitting ball to each other
- Hoops: jumping between
- Hockey sticks: dribbling between cones
- Large netballs: throwing and catching
- Running races
- Sack races

30-50:
 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
 Draws lines and circles using gross motor movements.
 Holds pencil near point between first two fingers and thumb and uses it with good control.
 Can copy some letters, e.g. letters from their name.
 Understands that equipment and tools have to be used safely.
 Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
 Can catch a large ball.

40-60:
 Experiments with different ways of moving.
 Eats a healthy range of foodstuffs and understands need for variety in food.
 Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
 Begins to form recognisable letters.
 Handles tools, objects, construction and malleable materials safely and with increasing control

PERSONAL SOCIAL & EMOTIONAL DEVELOPMENT

Sharing News Books from half term holidays/WOW slips.
 Children to investigate what a pet needs to be healthy and happy. How do we look after a pet?
 Turn taking listening game: 'Look What I can do'. Children to sit in a circle. Explore some actions the children can do (hopping, skipping, jumping, clapping). Each child then chooses an action and says to the group 'My name is... and I can...'. The child demonstrates, and the others copy. The child demonstrating then nominates the next child to lead.
 Developing listening skills: Play the game 'I went to the shop and bought...'. The children identify with end sound of an object e.g. book – 'k' and the next child must name something beginning with that sound...card...dog....ghost....teddy....
 Listening games: A child leaves the room while someone is nominated. When the child enters the room they stand in the middle of the circle, the nominated child says 'woof', trying to disguise their voice. The first child tries to guess who spoke

30-50:
 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
 Confident to talk to other children when playing, and will communicate freely about own home and community.
 Can usually adapt behaviour to different events, social situations and changes in routine.

40-60:
 Explains own knowledge and understanding, and asks appropriate questions of others.
 Can describe self in positive terms and talk about abilities.
 Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

EXPRESSIVE ARTS & DESIGN

Create illustrations of animals sat on their rhyming object.
 Junk model rhyming objects for puppets to sit on.
 Paint pictures of different pets noting features.
 Paper plate goldfish bowl
 Making sounds of different pets using voices.
 Link pets to different musical instruments
 Sing up song - 'My dog'
 Move like different pets.
 Junk modelling pet homes.
 Hairy Maclary characters to paint.
 Dogs that look like hay – Hay collages
 Draw a map of Hairy Maclary's walk
 Build a dog kennel

30-50:
 Enjoys joining in with dancing and ring games.
 Sings a few familiar songs.
 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
 Beginning to be interested in and describe the texture of things
 Uses various construction materials.
 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
 Joins construction pieces together to build and balance.
 Realises tools can be used for a purpose.
 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
 Engages in imaginative role-play based on own first-hand experiences.
 Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

40-60:
 Create simple representations of events, people and objects.
 Chooses particular colours to use for a purpose
 Plays alongside other children who are engaged in the same theme.
 Explores the different sounds of instruments.
 Constructs with a purpose in mind, using a variety of resources