Animal Crackers
Summer Nursery

PRIME AREAS OF LEARNING

Personal, Social and Emotional Development

Making Relationships
• Seeks out others to share experiences • Plays in a group, extending and elaborating play ideas
• Initiates play, offering cues to peers to join in • Responds to what others say or do and keeps play going
• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
• Is more outgoing towards unfamiliar people and more confident in new social situations
Self-confidence and Self-awareness
• Demonstrates sense of self as an individual
• Expresses own preferences and interests
• Selects and uses activities and resources with help
• Enjoys responsibility of carrying out small tasks • Shows confidence in asking adults for help
Managing feelings and behaviour
• Can express their own feelings such as sad, happy, cross, scared, worried
• Begins to accept the needs of others
• Takes turns and shares resources, sometimes
• with support
• Shows understanding and cooperates with some boundaries and routines
Caring for living things – pets/wild animals.
Lost puppy – write letters/wanted posters.

Communication and Language Development

Listening and Attention
• Listens to stories with increasing attention and recall
• Joins in with repeated refrains
• Anticipates key events and phrases in rhymes and stories
• Shows interest in play with sounds, songs and rhymes
Understanding
• Listens to stories with increasing attention and recall
• Joins in with repeated refrains
• Anticipates key events and phrases in rhymes and stories
• Shows interest in play with sounds, songs and rhymes
Speaking
• Uses different types of everyday words – nouns, verbs and adjectives
• Holds a conversation, jumping from topic to topic
• Beginning to use more complex sentences to link thoughts
• Can retell a simple past event in correct order
• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
• Uses vocabulary focused on objects and people that are of particular importance to them
Talk about different types of animals, describing their features to friends so they can guess the animal.

Physical Development

Moving and Handling
• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands
• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment
• Shows control in holding and using jugs to pour, hammers, books and mark-making tools
• Beginning to use three fingers (tripod grip) to hold writing tools
• 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
• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles
• Uses one-handed tools and equipment such as scissors
• Makes connections between their movement and the marks they make

Health and Self Care
• Observes the effects of activity on their bodies
• Develops own likes and dislikes in food and drink
• Willing to try new food textures and tastes
• Experiment moving like different types of animals

Core Reading Texts

WOW moments
Basil & Crew Farm Nursery visit
Bounce Krazee Nursery visit
Graduation Ceremony
8th June 2019 Chabeel Day

British Values
• We respect the culture and beliefs of others
• We treat everyone equally.
• We know that we are all special
• We understand right from wrong
• We try to help other people
• We listen to and respect other people’s opinions and values
• We understand the consequences of our actions
• We understand and respect the roles of people who help us.

Khalsa Primary School Value
Vand Ke Shakna
Kirat Korni
Naam Japna
Animal Crackers
Summer Nursery

SPECIFIC AREAS OF LEARNING

Literacy

Reading
- Recognises rhythm in spoken words
- Listens to and joins in with stories and poems, one to one and also in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Suggests how a story might end
- Listens to stories with increasing attention and recall
- Describes main story settings, events and principal characters
- Recognises familiar words and signs such as own name and advertising logos
- Looks at books independently
- Handles books carefully
- Holds books the correct way up and turn pages
- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Interested in books and rhymes and may have favourites
- Has some favourite stories, rhymes, songs, poems or jingles
- Enjoys rhyming and rhythmic activities
- Shows interest in illustrations and print in books and print in the environment

Writing
- Distinguishes between the different marks they make
- Sometimes gives meaning to marks as they draw and paint
- Ascribes meanings to marks that they see in different places

Story books we will be reading—
- Rainbow fish
- Hungry Caterpillar
- Elma
- Dear zoo
- Lost puppy - describing.

Writing opportunities –
- Writing similies/adjectives
- Animal fact files
- Acrostic poems.
- Instructional writing.

Mathematics

Numbers
- Says some counting words randomly
- Creates and experiments with symbols and marks representing ideas of number
- Begins to make comparisons between quantities
- Uses some language of quantities, such as ‘more’ and ‘a lot’
- Uses some number names and number language spontaneously
- Uses some number names accurately in play
- Recites number in order to 10
- Begins 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
- Knows that numbers identify how many objects are in a set
- Knows that a group of things changes in quantity when something is added or taken away
- Shows an interest in number problems

Shape, Space and Measure
- Uses blocks to create their own simple structures and arrangements
- Notices simple shapes and patterns in pictures
- Begins to use the language of size
- Shows an interest in shape and space by playing with shapes or making arrangements with objects
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements
- Looking at patterns and repeated patterns
- Investigating heavy/light objects and animals.
- Sorting – animals according to how many legs they have, patterns, fur etc.

Understanding the world

People and Communities
- Is curious about people and shows interest in stories about themselves and their family
- Shows interest in the lives of people who are familiar to them
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events for family or friends
- Shows interest in different occupations and ways of life
- Enjoys pictures and stories about themselves, their families and other people
- The World
- 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
- Shows care and concern for living things and the environment
- Enjoys playing with small-world models such as a farm, a garage or a train track

Technology
- Anticipates repeated sounds, sights and actions
- Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them
- Operates mechanical toys
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones

Looking at animals that fly in the air, live in water and land.
- Life cycles – looking at the lives of minibeasts. - Caterpillars and butterfly growing/watching.
- Learning about what we get from animals – milk, wool etc.

Expressive Arts and Design

Exploring and Using Media and Materials
- Explores and experiments with a range of media through sensory exploration, and using whole body
- Moves their whole body to sounds they enjoy, such as music or a regular beat
- Imitates and improvises actions they have observed such as clapping or waving
- Begins to move to music, listen to or join in rhymes or songs
- Joins in singing favourite songs
- Explores with blocks, colours and marks
- Enjoys joining in with dancing and ring games
- Sings a few familiar songs.
- Begins to move rhythmically
- Imitates movement in response to music
- Explores colour and how colours can be changed
- Begins to be interested in and describe the texture of things
- Challenges in Being Imaginative
-Expresses self through physical action and sound
- Uses movement to express feelings
- Creates movement in response to music
- Sings to self and make up simple songs
- Makes up rhythms
- Engages in imaginative role-play based on own first-hand experiences
- Builds stories around toys
- Uses available resources to create props to support role play
- Captures experiences and responses with a range of media such as music, dance and paint and other materials or words
- Developing preferences for forms of expression

Construction- make cages, kennels for pets
- Marble painting – creating minibeasts.
- Making habitats using shoe boxes
- Carnival of animals using masks.
- Role play area – RV-Under the sea/RB – zoo/Farm – Nursery.
- Artist – Henri Roussou ( Tiger in the Tropical Storm)
- Henri Matisse
- Footprints using paints in comparison to animal footprints.