

# 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

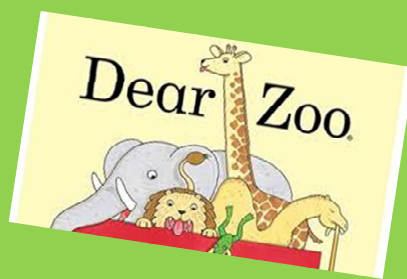
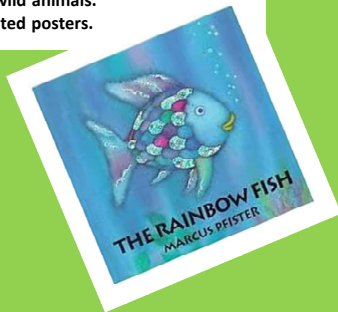
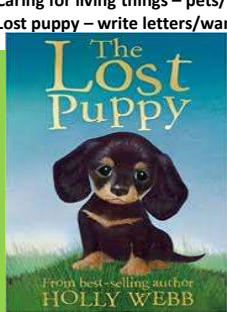
- Moving and Handling**
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands
  - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment
  - Shows control in holding and using jugs to pour, hammers, books and mark-making 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**  
**8<sup>th</sup> 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 Karni  
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 similes/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 numbers in order to 10
- 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
- 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
- Notifies 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
- Experiments 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
- Beginning to be interested in and describe the texture of things

#### 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.**