



MTP Summer 1 2019-20

Year: Nursery

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Characters

<p>PSED 22-36- -Interested in others' play and starting to join in. (N!)</p> <p>30-50-Can select and use activities and resources with help. -Initiates play, offering cues for peers to join them. -Keeps play going by responding to what others are saying or doing. Initiates play, offering cues to peers to join them.</p> <ul style="list-style-type: none"> • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. <p>- Is more outgoing towards unfamiliar people and more confident in new situations. -Confident to talk to other children when playing -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <ul style="list-style-type: none"> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. <p>40-60 • Initiates conversations, attends to and takes account of what others say. • Aware of the boundaries set, & of behavioural expectations in the setting.</p>	<p>CAL 22-36- -Understands more complex sentences. -Understands 'who', 'what', 'where' in simple questions. -Developing understanding of simple concepts (eg <i>big/little</i>). -Uses language as a powerful means of widening contacts, sharing feelings, experiences and thought. -Holds a conversation, jumping from topic to topic. -Learns new words very rapidly and is able to use them in communicating. (N1s)</p> <p>30-50-Uses simple sentences (eg <i>'Mummy gonna work'</i>). -Responds to simple instructions, eg to get or put away an object. -Listens to others one to one or in small groups, when conversation interests them. -Listens to stories with increasing attention and recall.</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to understand 'why' and 'how' questions. • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. <p>40-60 • Maintains attention, Concentrates & sits quietly during appropriate activity. • Uses language to imagine & recreate roles and experiences in play situations.</p>	<p>PD 22-36- -Beginning to use three fingers (tripod grip) to hold writing tools. -Helps with clothing, eg puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. -Beginning to show independence in self care, but often still needs adult support. -May be beginning to show preference for dominant hand. (N1s)</p> <p>30-50-Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, sliding and hopping. , running, jumping, skipping -Draws lines and circles using gross motor movements. -Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. -- -Draws lines and circles using gross motor movements.</p> <ul style="list-style-type: none"> • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Understands that equipment and tools must be used safely. <p>Can copy some letters in their names. Can wash and dry hands.</p> <p>40-60 • Experiments with different ways of moving. • Negotiates space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Uses simple tools to effect changes to materials.</p>
Literacy	Mathematics	Expressive arts

<p>22-36-Has some favourite stories, rhymes, songs, poems or jingles.</p> <ul style="list-style-type: none"> -Repeats words or phrases from familiar stories. -Fills in the missing word or phrase in a known rhyme, story or game, eg 'Humpty Dumpty sat on a....' -Distinguishes between the different marks they make. (N1s) <p>30-50 -Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <ul style="list-style-type: none"> -Listens to stories with increasing attention and recall. -Beginning to be aware of the ways stories are structured. • Describes main story settings, events and principal characters. -Sometimes gives meaning to marks as they draw and paint. -Ascribes meanings to marks that they see in different places. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p>Enjoys rhyming and rhythmic activities.</p> <p>40-60</p> <ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<p>22-36-</p> <ul style="list-style-type: none"> -Uses language of quantities such as 'more' and 'a lot'. - Notices simple shapes in the environment. -Beginning to categorise objects according to properties such as shape or size. -Begins to use the language of size. (N1s) <p>30-50</p> <ul style="list-style-type: none"> -Uses some number names accurately in play. -Recites numbers in order to 10. -Compare two groups of objects. -Show an interest in number problems. - Knows that numbers represent how many objects in a set. -Sometime matches numerals and quantity correctly. • Compares two groups of objects, saying when they have the same number. -Shows awareness of similarities of shapes in the environment. • Uses shapes appropriately for tasks. <p>40-60</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, & beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects a particular named shape. 	<p>22-36-Joins in singing favourite songs.</p> <ul style="list-style-type: none"> -Experiments with blocks, colours and marks. -Beginning to use representation to communicate, eg drawing a line and saying 'that's me'. -Beginning to make-believe by pretending. (N1s) <p>30-50-Enjoys joining in with dancing and ring games.</p> <ul style="list-style-type: none"> -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. -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 first hand experiences. -Captures experiences and responses with a range of media, such as music, dance and paint and other materials and words. • Explores colour and how colours can be changed. • Explores and learns how sounds can be changed. • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. <p>40-60• Begins to build a repertoire of songs & dances.</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play.
<p>Understanding the world</p> <p>22-36-Has sense of own immediate family and relations.</p> <ul style="list-style-type: none"> -In pretend play, imitates everyday objects and actions and events from own family and cultural background, eg making and drinking tea. <p>30-50 --Remembers and describes special times or events for family or friends.</p> <ul style="list-style-type: none"> -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. -Shows an interest in technical toys with knobs or pulleys, or real objects such as cameras or mobile phones. -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Shows care and concern for living things and the environment. • Talks about why things happen and how things work. 		

Focus	Activities	Learning Objectives	Differentiation
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<p>The Tiger Who Came to Tea</p>	<p>Painting tigers- stripes Making tea role play Ring the bell – who can it be?! Finding numbers on cakes Orange/black repeating patterns. Light box – loose tea and mark making cards. Play dough tea party. Transferring sugar lumps. Making tigers and cakes from shapes. Drawing shadow tigers in the sun.</p>	<p>Can I paint/ draw stripes? Can I chose colours for a purpose? Can I draw a picture of a tiger? Can I recognise numerals? Can I use shapes to make a tiger? Can I use words and sentences to describe a tiger? Can I act out the story in the role play area? Can I predict? Can I make marks with my fingers? Can I count a quantity? Can I compare quantities? Can I work out how many altogether? Can I use my fingers to use tea leaves, coffee and sugar lumps in creative ways?</p>	<p>Complicated patterns with stripes. Details on drawings –features etc Recognise numbers beyond 10. Use of ovals, semicircles and 3D shapes to create tigers. Complex sentences using justifications – I know it's a tiger because....</p>	<p>Mark making with orange and black. Trace simple shapes Recognise numbers of personal significance (3) Trace cirles to create tiger Repeat single words to describe Lines with fingers, adult supporting</p>
<p>Little Red Riding Hood</p>	<p>Story sack Talk for writing. Act out story in the woods. Draw/paint the wolf Peg/ tube little red riding hoods Red hunts with capes and baskets. Feelings of characters discussion. Making a cake Beebots finding Grandmothers cottage Ordering the story with objects and pictures Little red riding hood maze with construction.</p>	<p>Can I listen to a story? Can I retell a story? Can I re-enact a story? Can I sequence a story? Can I draw/paint a wolf? Can I use colours for a purpose? Can I use tools for a purpose? Can I sort by colour? Can I talk about a characters' feelings? Can I name ingredients? Can I say what I am doing? Can I notice and talk about change? Can I follow instructions? Can I use a programmable toy? Can I understand and use directional language ?</p>	<p>Independent re-telling and predicting. Own actions Naming parts as they draw. Choosing own resources Talk about shades of red Name feelings Describe and predict change. Plan route them make them move.</p>	<p>Giving choices as to what next? Key words/phrases Mark making Modelling choices and techniques for joining. Support with tools and fine motor group Repeat feeling words Notice change Explore technology</p>

The Gingerbread Man	<p>Story sack Talk for writing. Running!!!! Salt dough/play dough gingerbread men. Make gingerbread men. Making a gingerbread man by rolling dice for eyes etc!!! Adding buttons to the gingerbread man Gingerbread man sensory tray – ingredients, cutters animals, trays, pond and house. Making wanted posters – gingerbread man. Match buttons to numbered gingerbread men. Mark making in gingers and flour. Collage gingerbread man Make a boat to get the gingerbread man across the water.</p>	<p>Can I listen to a story? Can I retell a story? Can I re-enact a story? Can I sequence a story? Can I run? Can I make a representation from different materials? Can I recognize numerals? Can I match numerals and quantities? Can I explore with my senses? Can I say what it smells/tastes/feels like? Can I name ingredients? Can I follow instructions? Can I say what I am doing? Can I notice and talk about change? Can I draw a gingerbread man? Can I make marks for a purpose? Can I write my name? Can I describe a character? Can I joins materials? Can I solve a problem? Can I adapt what I have made? Can I keep trying?</p>	<p>Independent retelling Finding props in Nursery Choosing materials and techniques Beyond 10 Independent appropriate descriptive language. Two –part instructions Notice, describe and predict change. Writing sounds for simple words Descriptive language Talking about what doing. Resilience – planning and keep trying.</p>	<p>Phrases and key words/characters/animals Supporting with acting out using prop and pictures Modelled techniques 1-5 One to one counting and saying totals Choices One part instructions with visual clues Notice change Mark making Choices of descriptive language. Model ideas.</p>
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Vocabulary

Colours – red, yellow, green, blue, purple, pink, grey, black, white, silver, gold and orange.

Numbers 1-10 Shapes – circle, square, rectangle, diamond, triangle, oval and star.

Gingerbread Man – run, run as fast as you can..... lady, man, bake, oven, horse, pig, cow, river, fox and snap

Little Red Riding Hood – red, coat, teeth, ears, eyes, big, basket, cake, mother, grandma and wolf

The Tiger who came to tea – tiger, drank, ate, knock, key, Mummy, Daddy, stripy, hungry and 'he was still hungry'.