



MTP Summer 2 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.'

Minibeasts

<p>PSED 22-36- -Interested in others' play and starting to join in. (N!)</p> <p>30-50- -Initiates play, offering cues for peers to join them. -Keeps play going by responding to what others are saying or doing. - 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. • Can play in a group, extending and elaborating play ideas, e.g. building up a roleplay activity with other children. • 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. • Shows confidence in asking adults for help. • Can usually adapt behaviour to different events, social situations and changes in routine. <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. -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. still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). • Shows understanding of prepositions such as 'under', 'on top' • Uses a range of tenses (e.g. play, playing, will play, played). <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 -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. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Understands that equipment and tools must be used safely. -Can copy some letters in their names. -Can wash and dry hands. • Can stand momentarily on one foot when shown. • Can catch a large ball.</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>
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<p>Literacy</p> <p>22-36-Has some favourite stories, rhymes, songs, poems or jingles. -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> <p>30-50 -Listens to and joins in with stories and poems, one-to-one and also in small groups. -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. Enjoys rhyming and rhythmic activities.</p> <p>40-60 • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Mathematics</p> <p>22-36- -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> <p>30-50 -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. • Shows an interest in representing numbers. • 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> <p>40-60 • 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>	<p>Expressive arts</p> <p>22-36-Joins in singing favourite songs. -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> <p>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. -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> <p>40-60• Begins to build a repertoire of songs & dances. • Manipulates materials to achieve a planned effect. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play.</p>
<p>Understanding the world</p> <p>22-36-Has sense of own immediate family and relations. -In pretend play, imitates everyday objects and actions and events from own family and cultural background, eg making and drinking tea.</p> <p>30-50 --Remembers and describes special times or events for family or friends. -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. • 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 • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Developing an understanding of growth, decay and changes over time.</p>		

Focus	Activities	Learning Objectives	Differentiation	
<p>Why is the caterpillar so hungry?</p>	<p>Read and retell the Hungry caterpillar story – draw the things the caterpillar had to eat. Use story sack to re-tell story. Sequence the story using pictures and props. Butterfly folded symmetry pictures. Paper towel butterfly images. Measuring the length of caterpillars with cubes. Making repeated pattern caterpillars with string and beads. Button caterpillars. Life cycles of caterpillar – song Make a collage life cycle. Numbers hidden in green wool. Challenge – make a butterfly fly! Printing caterpillars</p>	<p>Can you name what you can see? Can you name the food? Can you use vocab – long, short, longer, shorter, longest, shortest Can you tell me what happens next in the story? Can you make a pattern? Can you say the pattern? Can you talk about how the minibeast is changing? Can I name the parts of the caterpillar cycle? Can you use colours and tools for a purpose? Can you comment on what has happened? Can I count quantities and say total? Can I adapt what I have made? Can I chose materials for a purpose? Can I solve problems? Can I print with my hand and other objects?</p>	<p>Challenge Use blank level 3/4 questions to extend children’s verbal reasoning. Showing understanding of length in CI Making up own repeated pattern and doing so in CI play. Knowledge of life-cycles. Change! Plan and adapt ideas. Ask questions</p>	<p>Simplify Repetition of the story. Key vocab – pictures clues. Other children as models for length and repeating patterns. Use of songs. Independent use of tools. Model ideas.</p>
<p>Which minibeast live in our garden?</p>	<p>Minibeast hunts ICW minibeasts Counting numbers of minibeast in a sensory tray. Making snail sandwiches Spirals on the ground with chalk. Paper plate minibeasts Sorting minibeasts – spots and stripes/ habitats. Counting spots on ladybirds and</p>	<p>Can I talk about what you can see? Can I name the bugs you can see? Can I say how many? Can I match how many to the number? Can I use tools for a purpose? Can I wash and dry hands? Can I make a spiral shape? Can I talk about what I am doing? Can I say what I want it to look like?</p>	<p>Name minibeasts Higher quantities of objects. Match to numerals Independent sorting. Initial sounds of</p>	<p>Key vocab – naming minibeasts. Large spiral – gross motor. Small numerals Model spirals Manipulate</p>

	matching to numerals.	Can I use materials in different ways? Can I be kind to animals?	minibeasts Plan/do/ adapt	materials in different ways
Can I find different bugs in some stories?	'Bad tempered Ladybird' 'Mad about Minbeasts' – describing (guess the minibeast) 'Love bug' 'Doug the bug' 'Aaaarrgghh spider' Character paintings Print spots on ladybird – after rolling dice to find how many – recording how many. Retelling stories – pictures and props Story sack and boxes – making our own. Labelling minibeasts	Can I talk about the pictures in a book? Can I name the characters in a book? Can I use colour for a purpose? Can I use tools for a purpose? Can I say what you are painting? Can I put things in groups? Can I say what will happen next? Can I tell the story? Can I describe the minibeast? Can I name the minibeasts? Can I print? Can I recognise numerals? Can I match numerals to quantities? Can I record quantities?	Focus on predicting and characters. Descriptive language – describe characters themselves Sorting minibeasts. Numeral and quantity matching	Others as models. Forced choice questions. Visual clues and props. Sensory link to descriptive language. One-to-one correspondence
How can we make a happy home for a ugly bug?	Spiders and webs – hand print spiders / wool and sparkly webs. Huge web and count the spiders you can find. Using tweezers to catch spiders – how many in a minute? Ordering spiders by size. Songs about minibeasts B-U-G Making a minibeast hotel	Can I make a hand print? Can I join in with songs? Can I count the bugs? Can I order by size? Can I make a house for a bug? Can I use tools for a purpose? Can I chose appropriate materials? Can I sing a song? Can I work as a team? Can I be kind to animals?	Making up own songs. Using stories told in narrative play. Understanding of size words Say own ideas Plan/adapt /do as a team	Model language Repetition Visual clues for sizes and practical. Listen to instructions
How do we prepare for the Ugly Bug Ball?	Writing lists of ingredients. Writing invitations to invite parents to join us.	Can I make marks for a purpose Can I tell a teacher my ideas? Can I use colours and tools for a	Writing sounds as marks Emergent	Talking about mark making.

	<p>Making food – wash hands/use tools/ name ingredients and verb eg roll, spread. Making masks from paper plates to wear at the ball.</p>	<p>purpose? Can I draw a representation? Can I describe what you are doing? Can I talk about change? Can I wash my hands? Can I use tools appropriate for a purpose? Can I choose materials</p>	<p>writing. Choosing techniques and materials Use of verbs to describe what doing.</p>	<p>Vocabulary – food/bugs Modelling Independent representations.</p>
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Vocabulary

Caterpillar, butterfly, ant, spider, ladybird, dragonfly, worm, slug, snail and centipede.

Under, on top and inside.

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.