



# Conservation

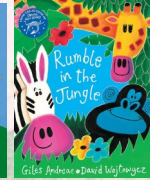
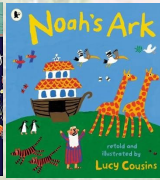
## Our Wonderful World

**Subject Drivers:** Understanding The World (Science, Geography, History)

**Enrichment:** Local walk, Forest School, Nature investigation table, Park Ranger Visit

### Stories

*We're Going on a Bear Hunt*  
Michael Rosen  
Helen Oxenbury



**Songs, poems and rhymes**—Five little ducks, Mary Mary quite contrary, Jack and Jill went up the hill,

### Personal, Social and Emotional Development

- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.

### Communication and Language

- Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

### Physical Development

- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Start taking part in some group activities which they make up for themselves, or in teams. Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

### Literacy

#### **Phonics**

Phase One / beginning of Phase Two for school starters.

spot and suggest rhymes.

count or clap syllables in a word.

recognise words with the same initial sound, such as money and mother.

#### **Reading**

Engage in extended conversations about stories, learning new vocabulary.

#### **Writing**

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

### Maths

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wall-paper. Use informal language like 'pointy', 'spotty', 'blobs', etc.

### Understanding the World

- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

### EAD

- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.



### Literacy

- Acting out and retelling the stories we will be concentrating on this half term. Encouraging the use of story language, key vocabulary and sequencing the story in the correct order.
- Working on correctly forming the letters in our names.
- Listening games based on our stories.
- Listening for initial sounds in words.
- Beginning to segment and blend to read simple CVC words such as, c-a-t = cat.

### Maths

- Adding 1 more to an amount up to 10.
- Doubling up to 5 using practical resources to support such as beads and numicon.
- Recognising and identifying numicon and then matching this to the correct numeral.
- Holding up the correct amount of fingers to represent an amount.

### Topic

- We will be using all of our senses to explore the natural environment. (UTW)
- Planting seeds and caring for our plants.
- Discuss the local environment and where the children like to visit. (UTW)
- We will be learning about recycling and how plastic can harm animals using the story 'Somebody Swallowed Stanley'.
- We will also be learning about what animals live in the jungle and how they live and survive.

### PSED

- How can we care for our nursery environment? We will generate ideas with the children and begin to plan ways in which we can care for our environment.
- Trips down to 'big school' with a grown up to prepare children for F2 but also exploring new social environments.
- Encouraging children to think of ways in which we can stay safe when travelling to a new environment.

### Role Play and Small World

- Home Corner role play with Easter, Spring and Growing props.
- Bear hunt and Jungle small world.

### Fine Motor

- We will use playdough and threading to build up the muscles in our fingers.

### Gross Motor/PE

- We will be engaging in dance and yoga activities.
- Encouraging daily exercises at nursery.

### Learning at Home

- Practise forming numbers 0-5 and then 5-10.
- Look at a range of different story books. Can you draw your favourite character from one of the stories?
- Count out objects up to 5. Add 1 more, how many do you have now?
- When you are out and about count your steps, jumps or things you see like trees or cars.