



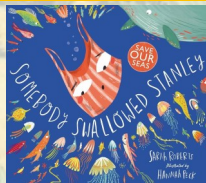
# Conservation

## Our Wonderful World

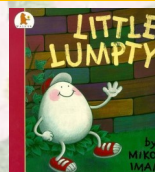
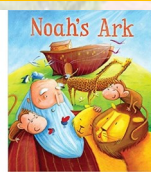
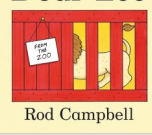
**Subject Drivers:** Understanding The World (Science, Geography, History)

**Enrichment:** Gardening, Nature investigation table, Vet visit, Allotment maintenance, Big PE

### Stories



### Dear Zoo



**Songs, poems and rhymes—** Nursery rhyme of the week—Little Wandle

Humpty dumpty sat on the wall, Spring Chicken, Noah's Ark.

Poems and rhymes related to our stories.

### 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

- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

### Literacy

#### Phonics

Little Wandle—Develop their phonological awareness, so that they can:

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.

Name the parts of a book.

#### 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.

Write some or all of their name.

### 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.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

### Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.

### EAD

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls' houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.



### Literacy

- Acting out and retelling the stories that 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

- Concentrating on knowledge of numbers up to 5.
- Recognising and identifying numicon and then matching this to the correct numeral.
- Holding up the correct amount of fingers to represent an amount.
- Careful counting and knowing when to stop when counted all.
- Giving the children confidence to record their work using symbols and numbers.

### Topic

- We will be using all of our senses to explore the natural environment (UTW).
- We will be learning about recycling and how plastic can harm animals using the story 'Somebody Swallowed Stanley' .
- Learning about different animals and where they live around the world when reading 'Dear Zoo', 'Noah's Ark' and 'Handa's Surprise'.
- We will also be learning about Easter.

### 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.
- Litter picking in nursery.
- Engaging with stories which are based on looking after our environment.
- Social stories linked to our Golden Rules.

### Role Play and Small World

- Role play - Home corner and weather reporting.
- Small world - recycling and sorting materials. Noah's Ark and zoo animals.

### Fine Motor

- Threading, playdough, cutting skills, picking objects up with tweezers.
- Mark making opportunities.

### Gross Motor/PE

- Get Set 4 PE—Dance
- Large movements through dancing, gymnastics yoga.

### Learning at Home

- Read your favourite books at home and record them in your 'Love of Reading Record.'
- Count out objects up to 4. Add 1 more, how many do you have now?
- How many animals can you name that you might find at the zoo?
- Make sure to put your litter in the bin to help to care for our environment. 😊