

Nursery: Wondrous Worlds



1. Key Vocabulary:

Communication, Language and Literacy:

Here: Referring to place or thing that is near you and also used to introduce something or someone.

There: Used when referring to a place or thing that is further away from you

Story: An account of something that happened either true or made up

If: On the condition

Listen: Give attention to someone or something in order to hear

Personal, Social and Emotional Development:

Special: Something that is different from usual or have a particular purpose.

Sorry: A way of apologising to someone for something you have done to upset them or cause them difficulty.

Different: Not the same as another

Worry: Feeling anxious

Team: People working together as a group in order to achieve something.

Mathematics:

Tomorrow: The day after today

Most: The biggest number or amount

Round: Shaped like a circle or sphere

Size: How large or small something or someone is

Huge: Extremely large in size or amount

Physical Development/Understanding of the World:

Change: Make someone or something different

Life: Refers to things which are not dead but rather alive

Time: Point in the day when something happens or is supposed to happen.

Interest: Something you want to learn or hear more about

World: All things on this planet earth

Expressive Arts and Design

Instrument: An object that is played to produce musical sounds

Soft: Not hard to touch

Beautiful: Good looking

Think: Have idea about someone or something

Appear: To start to be seen

2. Curriculum Knowledge

Our topic this half term is "Wondrous Worlds". We will be exploring real and imaginary worlds through our chosen story books, videos and images. We will journey from the desert through the arctic and space, visiting the historical world of dinosaurs, followed by under the sea and the rainforest. We will compare the similarities and differences. We will learn about the real and imaginary animals that live in these different worlds and their habitats. We will be learning about the different countries in which these habitats are found.

We will continue to develop our skills of working as a team and use our imagination when developing complex stories in both the real and imaginary worlds. We will continue to listen to one another and develop our communication and language.

	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Make eye catching posters to promote care of our world.	Confidently expressing our point of view as we listen respectfully to others	Caring for our environment.	Different jobs which involves working with animals and caring for our environment.	Explore the different environments as we travel on our magical journey.

3. Communication and Language

We will develop our communication and language skills through the use of a wide range of books, both fiction and non-fiction. We will continue developing our knowledge of rhymes, talk about familiar books and retell longer stories we have heard.

Through play we will continue to develop how we use talk to organise our play with our friends. We will learn to share and also be the lead.



Through books and conversations we engage in, we will learn to answer 'why' questions.

4. Personal, Social and Emotional Development

Through a range of teacher led and child initiated activities we will continue to learn to play with one or more children, extending and elaborating play ideas. We will revisit our rules and share our understanding of why they are important to follow. We will use opportunities of sharing our learning with our friends during carpet sessions to develop our confidence in social situations. We will continue to talk about our feelings using words like 'happy', 'sad', 'angry' or 'worried'. Through our stories we will begin to understand how others might be feeling.



5. Physical Development

We will begin to experiment with different types of music and increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

We will practise collaborating with others to manage large items, such as moving a long plank safely and carrying large blocks.

We will continue practising holding our pens and pencils with a comfortable grip, with good control as we work on forming our letters or when mark making.

We will work on becoming more independent in dressing and undressing.



6. Mathematics

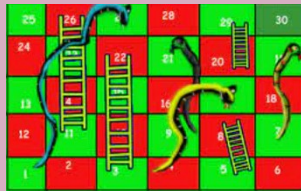
We will continue to practise counting up to 10 and showing the right number of objects to match the numeral, up to 5.

We will revisit 'finger numbers' and number recognition through number songs.



We will explore positional language within the context of our different books and deepen our understanding further using our outdoor provisions such as climbing frame. We will use the language of 'more than' or 'fewer than' when comparing quantities of objects in the context of stories and during play indoors and outdoors.

We will continue to learn the names of common 2D and 3D shapes and recognise them in real life.

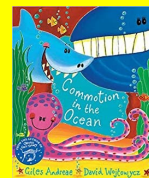
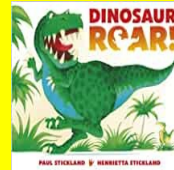
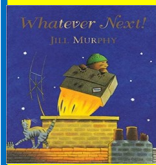


7. Literacy

Through daily story time and carpet sessions, we will learn about rhymes and develop phonological awareness to spot and begin to suggest rhyming words. We will explore counting or clapping syllables in words and use our sound knowledge to recognise words with the same initial sound, such as money and mother.

We will enjoy listening to longer stories and will participate in extended conversations about what we have read as well as learn new vocabulary. We will participate in retelling stories and use different techniques such as story maps to sequence stories.

We will continue working on recognising and writing our names. With adult support, we will begin forming of our letters accurately.



8. Understanding the World

We will explore and engage in experiments to understand the different forces which we can feel, such as when we stretch elastic or break twigs or magnetic repulsion or attraction. We will look at the concept of floating and sinking by checking which different materials sink or float.

We will learn about different occupations that link to our stories, for example an astronaut. We will encourage children to explore these different occupations in our small world area and think about what they might like to be when they grow up!



We will compare the differences and similarities between our local environment and that of other countries and habitats.



9. Expressive Art and Design

We will experiment with using a range of material and resources to create different artistic effects, making art work that represent the different magical worlds we will be visiting. We will make our art work by joining different materials to create for e.g. habitats /animals.

Adults will provide objects or materials in either a specific area of play such as home corner or in 'small world' set which will stimulate children to take part in simple pretend play, using an object to represent something else even though they are not similar.

We will begin to develop complex stories using the small world resources that the adults make available to us.

We will play instruments to express our view of the scene of the different worlds we visit on our magical journey. We will explore colour and mix colours to create different scenes of the worlds and add more details to our drawings.

