**Class texts*-*** *whole class reading, extracts, thematic books*

*3 Little Pigs Nursery Rhyme Books*

*Not last Night but the night before Old McDonald’s Farm*

*The Great Pet Sale The Three Bears*

*The Way Back Home The First Book of Poems*

*Three Little Pigs Each Peach Pear Plum*

*Buster’s Farm*

*Spinderella*

***Challenge Pack***

*Nursery*

*Not Last Night but the Night Before…*

**Hooks or memorable experiences***.*

* *Creating corresponding items for songs and rhymes to take home.*
* *Trip to the farm*
* *Hatch eggs and chick care.*
* *Recording stories and rhymes for Class Dojo.*

**Public Outcome –** *How will this demonstrate learning?*

*To create items and Class Dojo content to represent the different stories and rhymes we have learnt and share these with parents to use at home independently afterwards.*

***Learning Challenge***

*Can I learn a range of stories and rhymes so I can share them with my family at home?*

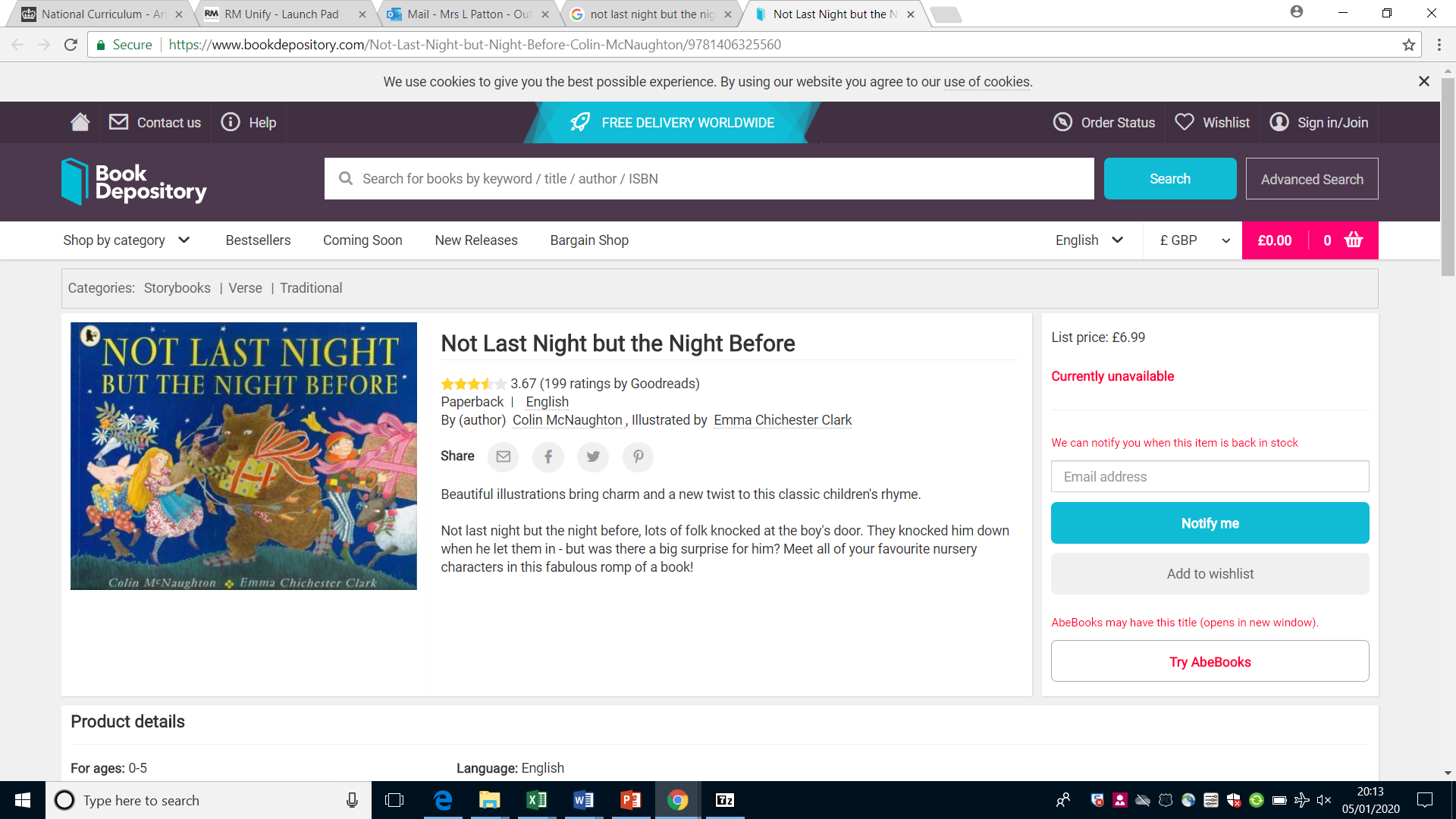
**Thinking and Learning skills and tools –**We use Building Learning Power and some thinking organisers to help us be good learners. We learn how to work independently and not give up even when we face a challenge.



*EBI*

**Key Questions*-*** *those asked to measure the understanding of pupils at key milestone points during the term*

* What stories do you know?
* What rhymes do you know?
* What animals live on a farm?
* How do we care for pets/animals?
* What do we know about these characters?
* Where can we find insects?



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| **Year Group** | **N** | **Term** | **Spring** | **Challenge pack** | Not Last Night but the Night Before | |
| **SUBJECT FOCUS** | | Children will learn about | | Children will know HOW To…? | Prior learning **(Schemata)** | Vocabulary |
| Personal, social, emotional development | | Developing their sense of responsibility and membership of the school community.  Playing with one or more other children, extending and building on play ideas.  Helping in finding solutions to conflicts that arise in play.  Understanding why we need rules.  Beginning to develop appropriate ways of being assertive.  Beginning to understand how others might be feeling. | | Begin to take turns in conversation and not answer for other children.  Respond readily to verbal directions and reasoning.  Accept discipline and show an understanding of what is right and wrong.  Begin to recognise when others need help.  Approach others and make contact appropriately.  Begin to give others instructions. | Settling in period at nursery means all children are well settled in to routines.  Discussion of feelings when reading stories and books and during check-in sessions.  Ad hoc discussions about how we can help each other and play appropriately.  Chances to carry out small jobs for adults and peers. | Toilet, dress, brush, happy, sad, angry, tired, hungry, scared, jobs, help, change. |
| Communication and Language | | Enjoying listening to longer stories and remembering much of what happens.  Understanding a question or instruction with 2 parts.  Being able to talk about familiar books.  Using longer sentences of four to six words. | | Understand an increasing range of prepositions (words to talk about position- in/behind.)  Begin to understand when questions.  Begin to join in with conversations about recent events by commenting or answering questions.  Begin to understand talk about future events. | Use of sound talk in stories means some children are beginning to hear sounds in words when broken down.  Story time daily.  L+S sessions mean that children are really tuning in to sounds and are able to use specific vocabulary to talk about long/short loud/quiet etc.  Free access to books in all areas of the nursery.  Daily talk time allows children to formulate simple sentences already. | begin, fairy tale, story, character, next, pet names, planet, space, moon, travel, hop, skip, jump, run, farm, pig, cow, sheep, goat, chicken, hen, insect, rhyme. |
| Physical Development | | Developing their moving, balancing, riding and ball skills.  Climbing up steps, stairs or apparatus using alternate feet.  Skipping, hopping, standing on one leg and holding a pose eg when doing yoga.  Starting to take part in group activities that children make up for themselves.  Increasingly using and remembering sequences and patterns of movement, related to music and rhythm (eg short dance routines.)  Beginning to work with others to manage large items.  Showing a preference for a dominant hand. | | Work in pairs on physical activities with support as needed (eg kicking a ball back and forth)  Position themselves near/in front/behind etc another child.  Throw a small ball towards an adult.  Begin to take turns.  Talk about what they are doing when rolling playdough. | Creative activities mean children are beginning to use tools effectively.  Dance and play activities mean children are learning a wide range of ways to move and travel.  Free play outside is encouraging children to clime and move creatively.  Daily Yoga sessions for balancing.  Daily access to playdough develops finger motor skills. | Hop, skip, jump, climb, stop, healthy, heart, safe, scissors, tool names, cut, careful, travel, space, balance, throw, catch, roll, near, in front, behind. |
| Literacy | | Beginning to know text has purpose and the parts of a book.  Spotting and suggesting rhymes.  Recognising words that have the same initial sound.  Beginning to write some or all of their name. | | Use some of their knowledge for early writing activities.  Experiment with their own symbols and marks as well as numerals. | Exploration of body sounds, mouth sounds and percussion sounds through L and S sessions daily.  Use of sound talk in stories means some children are beginning to hear sounds in words when broken down.  Free access to writing table means some children are beginning to replicate letters and numbers. | sound, rhyme, story, letter, word, sentence, name, writing, shape, pattern, form. |
| Mathematics | | Knowing that the last number reached when counting tells you how many there are (cardinal principle)  Talking about and exploring 2D shape using informal and mathematical language. | | Sort objects by function, and size.  Select shapes appropriately for tasks.  Combine shapes to make new ones.  Begin to notice and correct an error in a repeating pattern. | Lots of singing counting rhymes and representing this using our fingers.  Counting children in a group.  Some children already spontaneously use number language in their play.  Experience of simple shapes circle, triangle, square.  Sorting activities – big/small, colour, experience of making and exploring patterns.  Experience of building using construction materials/toys. | 1-3, count, how many? A lot, a few, more, less, more, same as, group, count, write, marks, draw, counting rhymes.  Circle, square, triangle, rectangle, oval, semi-circle, star, red, black, brown, white, pink, blue, orange, green, grey, yellow, purple, in front, behind, next to, between, on, in, under, big, bigger, small, smaller, medium, pattern, shape, size. |
| Understanding the World | | Showing interest in different occupations.  Identifying key features of an animal.  Exploring the natural environment.  Talking about the differences between materials and changes they notice.  Continuing to develop positive attitudes about the differences between people.  Beginning to know that there are different countries in the World and talk about differences they have experienced or seen in photos. | | Plant seeds and care for growing plants. | Some children will have experience of looking after a pet or animal at home.  Knowledge of their own family and their own simple needs.  Children have had experiences in our forest school area and have described some of the plants outside.  Diverse range of books and stories means children have experience of different countered and can talk about pictures. | Human, animal, grow, change, warmth, alive, dead, creature, environment, care, living, same, different, country names. |
| Expressive Arts | | Making their own imaginative and complex ‘small worlds’.  Exploring different materials freely in order to decide what to do with them and how to use them. | | While playing, begin to describe imaginative actions and events to self or others.  Sing the pitch of a tone sung by another person. | Singing and role play activities completed throughout Autumn term.  Children have enjoyed using construction equipment to build.  Experienced using different paints in Autumn term. | Song, rhyme, sing, colour names, touch, feel, rough, smooth, bumpy, audience, perform, beat, instrument names, props, role, make, construct, sing, pitch, explore. |