

	<p>Books: Non-fiction-"Inside an egg" The very hungry caterpillar. Jack and the beanstalk Jasper's beanstalk One child one seed Oliver's vegetables</p>	<p>Circle time daily introducing, "Good listening, Good sitting, Good looking."</p> <p>Remind children of rules in Nursery. Make sure all new staff and volunteers understand the routines and the behaviour policy.</p> <p>Encourage children to say sorry and reflect on actions. Introduce more social stories if needed.</p> <p>Welcoming new children and their families.</p> <p>Use circle time "golden rules" books to help children think about what they are doing.</p> <p>Introduce Mary Mary's garden-a quiet time tent for children who want to get away.</p>	<p>Dough Disco-fine motor control and hand strength daily.</p> <p>Provide opportunities for children to develop gross motor skills outside including scooters/climbing activities/balancing activities-try to provide equipment that will make children work together.</p> <p>Provide lots of different things for young children to grasp, hold and explore, like clay, finger paint, spoons, brushes, shells 0-3</p> <p>Weekly hall sessions x2 building on fundamental movement skills especially hopping, balancing and running.</p> <p>Daily sessions outside including weekly sessions in the tree walk area-Encourage children to be resilient and work together to make dens etc.</p>	<p>Adult to spend time in the reading area daily.</p> <p>Provide books in different areas of Nursery including outdoors.</p> <p>Support children in making own books and read as part of story times.</p> <p>Introduce children to new stories.</p>	<p>Provide natural resources and interesting things that children will want to touch/sort/count.</p> <p>Daily counting of number of children in circle.</p> <p>Counting down from 10/5 to 0 during number songs and games.</p> <p>Use of language during play and in real life situations.</p>	<p>Find out about local heroes including staff in school, doctors and nurses etc.-ensure children see their own backgrounds and cultures reflected in displays on occupations.</p> <p>Children to take on responsibilities for looking after living things including feeding the fish and watering the flowers.</p> <p>Teach the life cycle of a butterfly and a chick, name similarities and differences.</p>	<p>Provide resources for children to be creative outdoors-photos to model ideas and then photos of things children have made.</p> <p>Stimulate young children's interest in modelling</p> <p>Offer opportunities to explore scale. Suggestions: · long strips of wallpaper · child size boxes · different surfaces to work on e.g., paving, floor, table top or easel</p> <p>Use songs with and without words - children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'</p> <p>Finding out about other countries-links with the commonwealth- Jewellery with a Nigerian theme.</p>
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<p>Impact "Assessment"</p>	<p>Wellcomm assessment end of Summer 2 2022 Nursery baseline on new children</p> <p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around the age of 4, is the child using sentences of four to six words?</p> <p>Can the child use sentences joined up with words like 'because', 'or', 'and'?</p> <p>Can the child answer simple 'why' questions?</p>	<p>Informal assessment through observations.</p> <p>Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?</p> <p>Around the age of 4 Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play? Can the child generally negotiate solutions to conflicts in their play?</p> <p>Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet</p> <p>Can children think of ways to stay safe in the sun/safe around traffic?</p>	<p>All children to stand on one leg at least for a moment.</p> <p>Identify children's dominant hand and those children who have not yet chosen one. All children to be able to tear and scrunch paper.</p> <p>Assess children's use of a fork for picking up pieces of food/a knife for cutting- begin with play dough. Can children use a knife to cut across a sausage of playdough? Can children cut across a circle of playdough?</p>	<p>Can children draw lines from top to bottom/left to right, circles and crosses- progress to zigzags and wavy lines.</p> <p>Can children find the "words" on the page?</p> <p>Do children attempt to write their name and are they forming any letters accurately?</p> <p>Look at children's pencil grip and the next step.- Have a pictorial chart up on the parent's board of the different phases.</p>	<p>Can children understand most/least More/fewer?</p> <p>Can children count back from 10/5 to 0?</p> <p>Which children can count by rote from 1-10? Which children can give me small amounts? Which children can count up to 5/10 objects?</p>	<p>Our topic this half term is "Special People" Children should be able to talk about people who are special to them and begin to say why.</p> <p>Are children looking after living things and the environment?</p> <p>Can children name things that lay eggs and hatch from eggs?</p> <p>Can children link eggs with new life and Easter?</p>	<p>Charanga-unit "Listen- The Ugly Duckling." Song collections- number songs.</p> <p>Wider group of children making models.</p> <p>More children thinking about what they want to create and how they will do it.</p> <p>More children using skills from previous terms to create pictures and models including decorating, painting, ripping, gluing, printing and cutting.</p>
<p>Assessment based on observations for tracking grid July 2022</p>							

<p>Non-negotiables</p>	<p>Phonics phase 1 activities Learn one new Nursery rhyme each week/every other week.</p> <p>Jack be nimble Jack and Jill Up the tall white candlestick Row, row, row the boat. Hey diddle, diddle Round and round the garden</p>	<p>Scarf units</p> <p>Support toilet training for all pre-schoolers ready for school in September.</p> <p>Sun safety programme plus traffic club sessions.</p>	<p>Dough Disco daily</p> <p>Hall time x2 per week.</p>	<p>Phonics phase 1 activities</p> <p>Children also need to know the language of direction ('up', 'down', 'round', 'back', etc) to support writing letter shapes.</p> <p>All children going to school in September to write at least the initial sound and one other letter in their name. Most children will write their full name using recognisable letter shapes.</p>	<p>Children to hear and join in with counting in every session.</p> <p>New maths area to be set up in Nursery where children can access a range of resources independently.</p>	<p>RE units-"Special People"</p> <p>Children see images of people from different backgrounds/cultures doing a range of jobs. Include images that challenge stereotyping and promote disability awareness.</p> <p>Children to listen to adults talking about their job.</p> <p>Children to use the outdoor areas to support their learning through exploration.</p> <p>Take part in Queen's platinum Jubilee activities-recognise the Queen.</p>	<p>Charanga unit 2-My World Charanga unit 3 Everyone "Sing and play" nursery rhymes and action songs building to singing and playing. Share and perform to Reception and film on 2simple.</p> <p>Name colours including black/white/purple/pink/brown.</p>
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Intent-What we want children to learn this half term

Implementation-ways in which learning will be taught (some key lesson ideas)

Impact-ways in which we will make an informed judgement about a child's learning and progress