






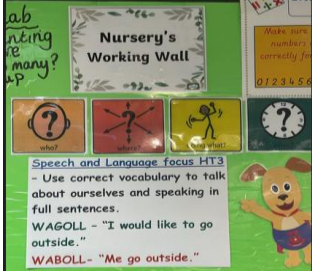
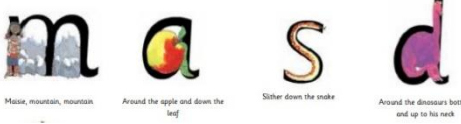


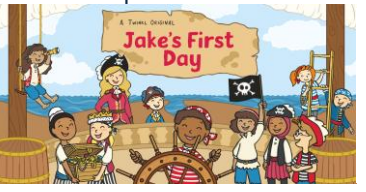
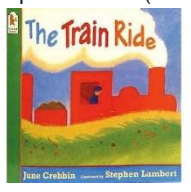
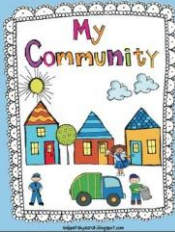









'Buckle Up' - Summer 1

Sticky Knowledge can be found in BLUE

NURSERY

What will I know by the end of this unit?		PSED	Mathematics	EAD
<ul style="list-style-type: none">New vocabulary.Being purposeful in our play at NurseryTransport knowledgeT4W - The Train RideHow to write the first letter of my name/ some children becoming more confident writing whole nameUse some of their print and letter knowledge in their early writingDeveloping speech and language - talking in more than one word answers- use longer sentences of 4-6 words		<ul style="list-style-type: none">Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". (0-3)Talk with others to solve conflicts (3-4) Can the child generally negotiate solutions to conflicts in their play?Become more outgoing with unfamiliar people, in safe context of their setting (3-4)Show more confidence in new social situations (3-4)  	<ul style="list-style-type: none">Take part in finger rhymes with numbers (0-3)Experiment with their own symbols and marks as well as numerals.(3-4)Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.Combine shapes to make new ones – an arch, a bigger triangle etc.Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'Discuss routes and locations, using words like 'in front of' and 'behind'. (3-4)	<p><u>Creative/Paint:</u> Train ride making trains and patterns using shapes. Pirates making treasure maps, pirates, telescopes.</p>     
Vocabulary and Questioning		C&L	Literacy/Phonics	UTW (significant places & celebrations)
<p>Travel and transport Vocabulary</p> <p>- train, track, rail, journey, seaside, explore</p> <p>-Boat, ship, pirate, treasure, map, telescope</p> <p>Farm vocabulary</p> <p>-Animal names, field, tractor, fence, gate, feed.</p> <p>Mathematics</p> <p>Number names.</p> <p>Shape names</p> <p>- triangle, square, circle, oblong, rectangle.</p> <p>-Straight, round, curved, flat, corners, sides.</p> <p>Seasons</p> <p>-Spring, Summer, Autumn, Winter</p> <p>-plant, stem, leaf, flower, petals</p> <p>Have you ever been on train? Where to? What can you see on the train ride? What do pirates do? What does a pirate wear? What animals did we see? Which was your favourite?</p>		<p>Speech and language Focus: Children using correct vocabulary and speaking in full sentences</p>  <p>Songs and Rhymes: 1,2,3,4,5 once I caught a fish alive, 5 currant buns, 5 cheeky monkeys, Silly soup, Sing Up songs</p>	<p>Phase 1: Rhymes and syllables and initial sounds they can hear (silly soup games/ I Spy) Set 1 sounds: Expose chn to RWI:</p>    <p>Writing:</p> <ul style="list-style-type: none">Enjoy drawing freely.(0-3)Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (0-3)Write some or all of their name.(3-4)Write some letters accurately.(3-4) <p>Reading</p> <ul style="list-style-type: none">Repeat words and phrases from familiar stories. (0-3)Develop phonological awareness, to spot rhymes (3-4) <p>HA</p> <ul style="list-style-type: none">Read individual letters by saying sounds for them (R)Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.(REC)  	<p>Talk about their families and what they do with their families at home/at the weekends. Talk about members of their immediate family and community.(REC)</p> <p>Exploring SPRING: Planting beans and watching them grow Using senses to observe flowers and plants/ bulbs/ seeds in spring Understand the effect of changing seasons on the natural world around them. Understand the key features of the life cycle of a plant and an animal. Explore the natural world around them. (3-4)</p>   
		<p>Physical Development PD</p> <p>Children have trikes, balance bikes, climbing frame, obstacle course with planks and blocks, bats and balls available outside.</p> <p>Playdoh and creative areas encourage the use of tools</p> <ul style="list-style-type: none">Climb, catch a large ball and pedal a tricycle.Explore different materials and tools   		<p>Farm Visit Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</p> 