

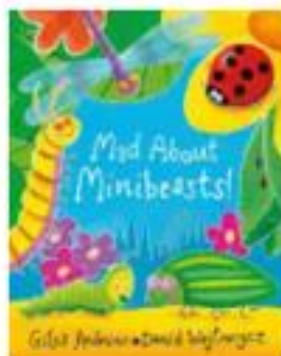
Are you brave enough?

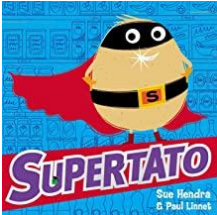


Nursery and Reception

Summer 1

2022



<p>WOW</p>	<p>Children arrive at school to see all the snack fruit imprisoned. There is a mysterious note from The Evil Pea!</p>
<p>Week 1</p> <p>How can we tell someone is brave?</p> 	<p><u>How can we tell someone is Brave?</u></p> <p>Children to discover what makes a superhero, do we need magical powers? What qualities do you need to be a superhero? Can 'we' be superheroes? Children to consider all the superhero activities they can do throughout their week, including taking care of ourselves and others, being helpful, being kind, caring... Children to earn a super hero certificate for displaying these qualities during the week.</p> <p><u>Literacy</u></p> <p>After listening to the story of 'Supertato', children to identify how the characters in the story were brave? What did they do to help others?</p> <p>Children to create their own superhero: Children to base their superhero on a fictional or non-fictional character. Children to think about characteristics of this person, what are their 'superpowers' and what 'important role' do they play in society? Children to create an illustrated comic strip of their superhero.</p> <p><u>People, Culture & Communities- who else is brave fire, police etc</u></p> <p>Look at real life superheroes. Guest speakers to visit school and talk to children on their important role as a front-line worker. Children will learn about important job roles in society and skills that are needed within these jobs.</p> <p><u>Understanding of the World</u></p> <p>Children to recognise other important roles in society including refuse collectors, bus drivers, cooks, librarians, postal workers, crossing supervisors, vets... Classroom will be turned into a mini village</p>

	<p>where children can participate in role play activities acting out roles in society. Children to try out cooking, mail delivery, recycling, librarian skills and other roles throughout the week.</p> <p>Research “superheroes” through history: Neil Armstrong, Florence Nightingale, Mary Anning, Mary Seacole, Charles Darwin... and investigate how their actions have impacted our lives today.</p> <p><u>Maths</u> This week, the children will continue to engage with activities that draw attention to the purpose of counting – to find out ‘how many’ objects there are. The children will also revisit the concept of cardinality – the idea that the last number in the count tells us how many things there are altogether. They will be given further opportunities to hear, join in with and develop their knowledge of the counting sequence, and, once they have become secure with their counting skills, they will be able to continue the counting sequence and be able to identify missing numbers within it. While consolidating their understanding of the word pattern embedded within most of our number names, the children will also be given opportunities to hear and practise key differences in the number names e.g. between ‘teen’ and ‘-ty’ numbers.</p> <p><u>PSHE:</u> My Family and Me!- The children will be able to identify some of the jobs they do in their family.</p> <p><u>RE-</u> we will learn the importance of telling the truth through the story The boy who cried wolf.</p>
<p>Week 2</p>	<p><u>Investigating the wonderful world of minibeasts.</u> Can mini beasts be superheroes and if so, what would their superpowers be? Investigate how an ant can be so strong, how spiders weave intricate and strong webs, how bees give us food, worms fertilise our soils, ladybirds help farmers... How are some of the smallest creatures on earth some of the most important?</p> <p><u>Literacy</u></p>

Are all superheroes human?



Explore a range of fiction and non-fiction books on mini beasts. What makes a book fictional? Children to identify what sort of book we would need to carry out investigations on mini beasts? Children to choose to write their own fiction or non-fiction small book on mini beasts. Children to consider the differences of writing both types of text. Will it be a short fictional story or a factual informational book on mini beasts? Children to think about adding a title, illustrations and authors name to their book, along with main text.

Understanding of the World

Investigating the world of mini beasts, where can we find them? Do all mini beasts like to live in the same habitats? Are all mini beasts the same? Explore classifications of insects/arachnids/gastropods.

During forest school, children to create bug hotels, food stations and water holes to support the mini beasts around our school. Children to create informational signs identifying areas of our school where mini beasts live so we can further protect these areas.

Maths

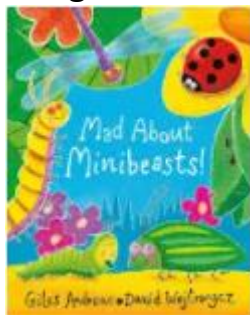
This week, the children will continue to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements. Some arrangements are easier to subitise than others – e.g. a set of 6 dots arranged in a structured die pattern that exposes the double-3 pattern is easier to recognise than a random arrangement of 6 dots. A key focus this week is to use the children's developing understanding of doubles to support their subitising skills. By moving away from counting for sets that can be subitised, the children will develop their abstract understanding of number, which will help to support future calculation strategies. This week's sessions will also continue to encourage the children to consider when they can subitise and when they might need to use counting as a strategy.

PSHE- Make Friends, Make Friends, Never Ever Break Friends! Part 1: The children will learn how to make friends and how to stop themselves from feeling lonely.

RE- we will learn how everyone is important and special and we should help each other to be the best we can be through the story of The Crocodile and The Priest (A Sikh Story)

Week 3

What scares you in the garden?



Are mini beasts scary?

Following on from learning all about mini beasts and their superpowers, children to investigate how some of the things that scare us about mini beasts are the things that give them their 'superpowers'. Spiders long legs help them to spin their webs, worms' hairy bodies help them to move through the soil to fertilise it which helps us grow food, bees only sting to protect their family and ladybirds eat insects that want to eat our food...

Literacy

Children to choose their favourite mini beast and create an informational poster to display in our gardens teaching others interesting facts on their chosen mini beast. Children to think about what makes their insect unique and what are their 'superpowers?'.

Using riddles, children to guess 'who am I'. Children to listen to characteristics of different mini beasts and predict what they are.

Understanding of the World

Investigate if insects are the same all around the world. Would we find the same insects in our gardens and in tropical jungles? Which insects would be in both and which would only be in one or the other? Children to use a Venn diagram to consider answers.

Maths

This week, the children will consolidate their understanding of the composition of 5. They will also deepen their understanding of a 'whole' being made up of smaller parts through games and practical experiences, such as investigating different ways to represent 5 monkeys jumping on a bed. Although the children have worked on the composition of 5 in previous weeks, a key focus this time will be on visualising and using spatial language to describe the groups within 5. They will also have

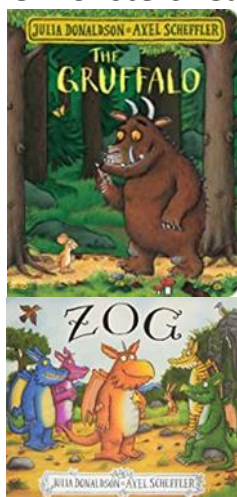
opportunities to explore and make links between different, increasingly abstract, representations of the numbers within 5. Using and making links between these different representations (fingers, die frames and 10-frames) will draw attention to the composition of 5 and encourage the children to develop a deep and holistic understanding.

PSHE Make Friends, Make Friends, Never Ever Break Friends! Part 2: The children will learn ways to solve problems and stay friends.

RE- we learn to celebrate the beautiful things in the world and how to be thankful to God through the story Bilal and the Beautiful Butterfly (A Muslim Story)

Week 4

Are monsters real?



Are monsters real?

Children to look at how monsters are created in books and videos and are to understand that they are not real. Children to think about why authors like to write about characters that are scary and how they can be fun to listen to.

Children to think about times when it is fun to be scared. Discuss if children enjoy listening to books with monsters in, watching films or even going on fair rides or learning a new skill...

Literacy

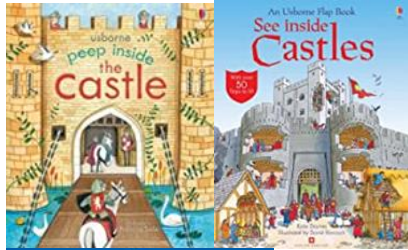
After reading the Gruffalo, children to think about what made the Gruffalo scary and what made the mouse brave? How did the mouse save himself from all the predators? Think about, do we need to be scared of the Gruffalo or is he just a character in the book?

Should we be scared of Zog even though he is a dragon? Children to conclude what makes Zog a kind dragon.

Children to create their own 'worry monster', this monster is kind and teaches other monsters to be kind and not scary too. Children to create short videos telling us all about how their monster is special to them.

Understanding of the World

	<p>To help support some children’s fear of darkness, we will be investigating - Why does it go dark? Children to understand why the sun sets every evening and rises every morning. Children to create shadows in the garden and understand how shadows are cast. Children to use the dark tent in the classroom and to participate in fun activities that can only be done in the dark including: shadow puppet shows, magic pen writing and guess the object.</p> <p><u>Maths</u> This week, the children will continue to develop their understanding of the composition of numbers to 10 using different representations. The children will deepen their understanding of a ‘whole’ being made up of smaller parts through games and practical experiences, such as investigating different ways to represent 10 sausages from the counting rhyme, ‘10 Fat Sausages’. The children will also use their fingers, 10-frames and Hungarian number patterns to begin to explore ‘5 and a bit’ numbers to 10. Composing and de-composing numbers involves the children investigating part–part–whole relations, e.g. seeing that 7 can be made of 5 and 2 more. Using these structures, and making links between them, will provide practical and visual experiences to further consolidate understanding of the composition of numbers between 6 and 10.</p> <p>PSHE Falling Out and Bullying Part 1: The children will learn to understand the impact of unkind words on others.</p> <p>PSED Children to identify what they should do if they feel scared. Discuss how being scared makes us feel.</p> <p>RE: Learn about being thankful for what you have and not be too greedy through the story The Gold-Giving Serpent (An Indian Fairytale)</p>
<p>Week 5 How did we protect ourselves long ago?</p>	<p><u>How did we protect ourselves long ago?</u> Learn about the history of castles, how they were built, what their special functions are and who lived in them.</p>



Jubilee Week- who is our Queen?

Investigate **past and present** (UW). Learn how knights kept people safe in the olden days. Does our Queen live in a castle and have knights to protect her? Do we still build castles to live in? Look at objects throughout history and how they may have changed or stayed the same...

Literacy

Children to design their own castle and label the different features. Children can choose to stick with traditional castle design or can invent some new and exciting extra features. Children can create their castles out of materials in and around the classroom and write labels and provide demonstrations explaining their creations.

Children to plan a garden party to celebrate the Queens jubilee. Children to create a list of items needed for the party. Can we invite the Queen? Children to create their own invitation inviting the Queen to the party, considering information needed on an invitation.

Understanding of the World

Learn about the role of the Queen and Kings and Queens through history.

Open up our own knight school, can we gain the skills of target practice, horse riding, taming a dragon (Zog).

Who is our Queen?

Investigate the life of Queen Elizabeth II and how she became Queen in 1952 at the age of 25 and is the longest running monarch in England's history. Look at the job/role the Queen has. Research into where the Queen lives, her family, her hobbies and her pets.

Children to look at countries around the world and identify if they also have Queens or Kings?

Join in with the festivities celebrating the Queen Jubilee with our own garden party. Children to make hats/crowns, place mats, flags and bunting to decorate for the occasion.

Maths

Counting activities are very important, but the children need extra experiences to develop an understanding of the magnitude of numbers. This week's activities will build on the children's skills in

comparing attributes and quantities, and focus exclusively on ordinality: considering where numbers to 10 are in relation to each other. Through practical activities and games, the children will reason about numbers and think carefully about which is more or less. They will use linear number tracks to play games that encourage them to compare numbers that are far apart, near and next to each other. (For example, 10 is a lot more than 2 but 5 is only 1 more than 4.)

PSHE-Falling Out and Bullying Part 2: Children will learn how they can use “Calm Me Time” to manage their feelings.

Being the Best Friend We Can Be : we will recognise ways of how to be a good friend.

RE-Read Best Friends (A Story from Asia) and discuss how enemies can become best friends.