

## Upton Westlea Primary School - Nursery Blossom Class 2024 - 25 (Flexible to respond to children's interests).

Continuous and Enhanced Provision is supported daily with activities which encourage Characteristics of Effective Learning, consolidation/revisiting of key skills, knowledge and understanding

Main Theme/ Role Play	PSED Ongoing PSED – respond as appropriate.	Communication and Language (Comprehension to be included DM)	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Visits/ Events
<b>Autumn 1 All about me (Settling in)</b>	Key Vocabulary	Key Vocabulary 'big', 'furry' and 'stripy' adjectives	Key Vocabulary	Key Vocabulary Cover, page, author, illustrator	Key Vocabulary Lots, more, same, bigger, little, smaller, high, low, tall, heavy, sides, corners, straight, flat, round	Key Vocabulary	Key Vocabulary	
Where do I live?	Key Questions? What makes a good friend? How do we know someone is sad? What can we do to help?	Key Questions? What do you like? What do you dislike? What makes me a me? How would they behave? Where does the Kola live?	Key Questions?	Key Questions?	Key Questions? How do I get to school?	Key Questions? What is the same about my family? What is different about my family? What makes a family?	Key Questions?	
Role play-home corner / Enhance:	Key Questions? What makes a good friend? How do we know someone is sad? What can we do to help?	Key Questions? What do you like? What do you dislike? What makes me a me? How would they behave? Where does the Kola live?	Key Questions?	Key Questions?	Key Questions? How do I get to school?	Key Questions? What is the same about my family? What is different about my family? What makes a family?	Key Questions?	
	<p><b>With support:</b></p> <p>Introduce nursery rules and routines find ways of managing transitions.</p> <p>Aprons when painting/messy tray and water.</p> <p>Develop positive friendships with other children and adults.</p> <p>Encourage sharing and turn taking.</p> <p>Model pretend play.</p> <p>Talk about our feelings.</p> <p>How do we know someone is sad? What can we do to help?</p>	<p>Wellcomm assessments.</p> <p>Listen to simple stories and understand what is happening with help of pictures.</p> <p>The Colour Monster The Tiger who came to tea Incredible you What makes me a me? The Kola who could</p> <p>Getting to know the names of our friends.</p> <p>At carpet time the children follow rules of good sitting, good looking and good listening (introduce listening bear).</p> <p>Read the story 'The Tiger who came for tea'. Imagine if a different animal came to tea. How would they behave?</p>	<p><b>Gross-motor</b></p> <p>Outdoor resources, for example: Climbing frame, trikes, stepping stones and balls. Paint brushes/water and large chalks for mark-making. Sand tray/water tray</p> <p><b>Fine-motor</b></p> <p>Finger gym</p> <p>Variety of pencils and mark-making tools available to encourage development of a comfortable grip.</p> <p>Play-dough – make a home for Kola Kevin to live in. Play-dough – make food for the tiger.</p>	<p style="background-color: #ffff00;"><b>Phase one phonics</b></p> <p>Show children names on pegs.</p> <p>Naming different parts of a book.</p> <p>Enjoy sharing a variety of books with an adult, group and individually during continuous provision.</p> <p>Develop play around favourite stories using props e.g., puppets. The Tiger who came to tea. Encourage children to repeat words and phrases from familiar stories.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tune and tempo.</p>	<p>Weekly number tray/number blocks video</p> <p>Count in everyday contexts e.g., snack and play.</p> <p>Number songs: Five little speckled frogs. Five little ducks. Ten green bottles. Ten little monkeys jumping on the bed.</p> <p>Show 'finger numbers' up to 5.</p> <p>Develop fast recognition of up to 3 objects.</p> <p>Model counting numbers past 5.</p>	<p>Make connections between the features of their family and other families.</p> <p>What is the same about my family? What is different about my family? What makes a family?</p> <p>Notice differences between people – hair colour/eye colour</p> <p>Mud kitchen (outdoors continuous provision)</p> <p>Role-play – home corner.</p> <p>Talk about what they see on their way to school using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and</p>	<p>Draw themselves.</p> <p>Drawing, painting, cutting, printing, pastels, continuous provision. Work to be displayed in the gallery.</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Take part in simple pretend play, using an object to represent</p>	

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	<p>Select and use activities and resources, with help when needed.</p> <p>Encourage children to play cooperatively and find solutions to conflicts.</p> <p>Circle time to get to know each other.</p> <p>Encourage children to manage toileting and washing of hands. Introduce children to healthy snacks.</p> <p>What is a healthy snack?</p>	<p>Read the story 'The Kola who could'. Where does the Kola live?</p> <p>Understand a question or instruction that has two parts.</p>	<p>Scissor skills (various scissors)</p> <p>Snack time – scooping cereal, pouring milk and eating with spoon.</p> <p>Encourage children to put on their own coat.</p>	<p>Notice some print, such as the first letter of their name, a bus, or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Draw themselves. Large brushes and water/chalks outside.</p> <p>Walking maps.</p> <p>Encourage children to add some marks to their drawings e.g., to stand for name.</p> <p>Write some or all of their name.</p>	<p>Model saying one number for each item in order 1,2,3,4,5.</p> <p>Model to children that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Puzzles/ block play</p> <p>Weekly shape/colour tray</p> <p>Explore 2D and 3D shapes.</p> <p>Understand position through words alone.</p> <p>Describe a familiar route – how do I get to school?</p> <p>Make comparisons between objects relating to <b>size</b>.</p>	<p>family's history – baby photos.</p> <p>Look at homes in other parts of the world.</p>	<p>something else even though they are not similar.</p> <p>Begin to develop stories using small world equipment like animal sets, dolls and doll houses.</p> <p>Join in with songs and rhymes making some sounds.</p> <p>Explore a range of sound-makers and instruments.</p> <p>Mud kitchen (outdoors continuous provision)</p> <p>Role-play – home corner (to be enhanced in response to children's interest).</p>	
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Autumn 2 Main Theme/ Role Play	PSED Ongoing PSED – respond as appropriate.	Communication and Language (Comprehension to be included DM)	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Visits/ Events
Why do leaves go crunchy?	<b>Key Vocabulary</b> Sharing, taking turns	<b>Key Vocabulary</b> Autumn, Leaves, Trees, Hibernate, Harvest, Halloween, Diwali, Christmas, Winer, Season	<b>Key Vocabulary</b> Pinch, roll, squeeze, fast, slow	<b>Key Vocabulary</b> Cover, page, author, illustrator	<b>Key Vocabulary</b> Above, Below, On, Lots, Patterns, Circle, Square, Rectangle, Triangle.	<b>Key Vocabulary</b> See, Smell, Taste, Touch, Hear	<b>Key Vocabulary</b>	
Role play-home corner / Enhance	<b>Key Questions?</b> Why is it important to share? What are our class rules? Why is it important to follow rules? Why do you feel (happy, angry and sad etc)?	<b>Key Questions?</b> Can you remember what happened in the story? Why do leaves change colour?	<b>Key Questions?</b>	<b>Key Questions?</b>	<b>Key Questions?</b> What shape is it?	<b>Key Questions?</b>	<b>Key Questions?</b>	
	Continue to implement nursery rules and routines find ways of managing transitions.  Encourage children to use the toilet with help, and independently.  Model how to play with other children.  Continue to make positive friendships with other children and adults.  Talk about how they are feeling more elaboratively. Can	Listen to a range of simple stories and understand what is happening with help of pictures.  Owl Babies Elmer Leaf Man Little Acorn The Gruffalo Why do leaves change colour?  Understand a question or instruction that has two parts.  At carpet time the children follow rules of good sitting, good looking and good listening (use listening bear).  Know many rhymes: Miss Polly had a Dolly	Become more independent when using large and small motor skills e.g., manage buttons, zips and pouring drinks.  Use one-handed tools and equipment.  Finger-gym.  Adult-directed focus – children to chop veg with plastic knife.  Playdough – use different finger movements to manipulate playdough, e.g., pinch, roll, squeeze.  Pencil control activities.	<b>Phase one phonics</b>  Join in with songs and rhymes, copying sounds, rhythms, tune and tempo.  Notice print, such as a first letter of their name, a bus, or door number, or a familiar logo.  Repeat words and phrases from familiar stories.  Write some letters accurately.  Write some or all of their name.  Small world set up to encourage children to retell the story.	Weekly number tray/number blocks video  Count in everyday contexts e.g., snack and play.  Number songs: One, two buckle my shoe Five little me in a flying saucer. Ten fat sausages Ants go marching One elephant went out to play.  Continue to develop fast recognition of up to 3 objects.  Count numbers past 5.	Mud kitchen (outdoors continuous provision)  Role-play – home corner.  Explore natural materials indoors and outdoors.  Explore materials with different properties.  Talk about what they see, using a wide range of vocabulary.  Nature walks. Walk to the park.  Use all of their senses in hands-on exploration.  Continue developing positive attitudes about the differences between people.	Drawing, painting, cutting, printing, pastels, continuous provision. Work to be displayed in the gallery.  Continue to make marks.  Move and dance to music.  Encourage children to take part in action songs.  Model how to use their imagination when using different materials.	Bonfire Night Diwali Christmas Anti-Bullying Week Children in Need Remembrance Day

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	<p>children recognise different emotions?</p> <p>Mirrors in provision to encourage children to look at their faces.</p> <p>Select and use a range of activities and resources, with help when needed.</p> <p>Continue to encourage children to play cooperatively and find solutions to conflicts.</p> <p>Circle time to focus on sharing.</p> <p>Introduce self-registration.</p>	<p>Sleeping Bunnies Five little speckled frogs Hey Diddle, Diddle</p> <p>Encourage children to choose in the reading corner.</p> <p>Have books in the outdoor environment.</p> <p>Listening games.</p> <p>Storytelling chair – retell the story.</p> <p>Encourage children to listen carefully to stories and join in with repeated phrases.</p>	<p>Variety of pencils and mark-making tools available to continue to develop a comfortable grip.</p> <p><b>Gross-motor</b> Outdoor resources, for example: Climbing frame, trikes, stepping stones and balls. Paint brushes/water and large chalks for mark-making. Sand tray/water tray</p> <p>Encourage children to move and dance to music.</p> <p>Encourage children to experiment with different ways of moving. E.g., Wobble along the branch.</p>	<p>Have woodland themed stories in to reading corner.</p> <p>Shared writing – Model writing an invitation for Elmer's day celebration.</p> <p>Stick puppets to encourage children to retell story.</p> <p>Use words found in stories to think of describing words for different things e.g., crunchy leaves, red leaves, white snow etc.</p>	<p>Make comparisons between objects relating to size.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Puzzles/ block play</p> <p>Introduce shape names.</p> <p>Colour matching.</p> <p>Prepositions – understand prepositions e.g., above, below, on.</p>	<p>Look carefully at the similarities and differences between different types of owls and other animals.</p> <p>Encourage children to think about the different animals that live in the woods and the type of home that suits them.</p>	<p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Create closed shapes with continuous lines, and being to use these to represent objects. Explore a range of sound-makers and instruments.</p> <p>Mud kitchen (outdoors continuous provision)</p> <p>Role-play – home corner (to be enhanced in response to children's interest).</p>	
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Spring 1	PSED Ongoing PSED – respond as appropriate.	Communication and Language (Comprehension to be included DM)	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Visits/ Events
<b>Main Theme/ Role Play</b>	<b>Key Vocabulary</b> Happy, Sad, Angry, Worried, share, take turns, wait, stop	<b>Key Vocabulary</b> Cold, hot, ice, freeze, rainy, rain, water, full, pour, drip, wind, windy, blow, gale, howl (also vocabulary linked to books)	<b>Key Vocabulary</b> Catch, Kick, Throw	<b>Key Vocabulary</b> Phonics, name, sound, rhyme, fast, slow, loud, quiet,	<b>Key Vocabulary</b> Same, different, pattern, match, count,	<b>Key Vocabulary</b> Cold, hot, ice, freeze, rainy, rain, water, full, pour, drip, wind, windy, blow, gale, howl	<b>Key Vocabulary</b> Fold, stick, glue, bend, watercolour, mix, fast, slow, cut, snip	
<b>Whatever the weather!</b>	<b>Key Questions?</b> What makes a kind friend? How do you feel today?	<b>Key Questions?</b> What happens next? Why? Who? When?	<b>Key Questions?</b> What can I use to help me?	<b>Key Questions?</b> next? Now? What? Where? Why?	<b>Key Questions?</b> What do you see? How many? More? Fewer?	<b>Key Questions?</b> What do you see? Why do birds need us to make feeders? How?	<b>Key Questions?</b> How can we make that zig zag?	
<b>Role play-home corner / Enhance</b>	<p>Continue to encourage children to use the toilet independently. Use the sequencing posters for those children that need it.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' and 'worried'. Use stories, photographs and puppets to support recognition of these feelings. Relate to the Colour Monster story and how he was feeling.</p> <p>Introduce a morning choice of how they are feeling each day... happy, sad, angry, tired...</p>	<p>Listen to and become familiar with a range of books throughout the term. Chatting about what has happened, what can they see? What might happen next. Using illustrations as help/support.</p> <p><b>Jack Frost</b> <b>The Bear who Dares</b> <b>The wind blew</b> <b>Shark in the Park on a windy Day</b> <b>Rain Sam Usher</b> <b>Hello Rain Caroline Jayne Ivy &amp; the lonely cloud</b> <b>Kate Harnett</b></p> <p>Children to re-tell the stories through role play, puppets and small world toys within their CI and with adults modelling. Provide opportunities to use the book and images</p>	<p>Putting on winter clothes – dressing ourselves Coats, hats, gloves Have these within the setting for role play to encourage independence with these items of clothing.</p> <p><b>FINE MOTOR-</b> Pouring from a jug – using large and small jugs and containers to develop skills and control to pour.</p> <p>Spooning objects using a variety of materials such as: cloud dough, rice, pasta, sand, water... also different sizes of spoons. Also encourage this during snack time by having cereal and scooping own cereal from a box/container</p>	<p style="background-color: #FFD700;"><b>Phase one phonics</b> Aspects 1, 2, 4 revisit throughout sessions. Focus on rhyme and syllables in words/compound words orally.</p> <p>Encourage story telling through puppets, storybooks, toys and small world.</p> <p><b>Jack Frost</b> <b>The Bear who Dares</b> <b>The wind blew</b> <b>Shark in the Park on a windy Day</b> <b>Rain Sam Usher</b> <b>Hello Rain Caroline Jayne</b> <b>Ivy &amp; the lonely cloud</b> <b>Kate Harnett</b></p> <p>Repeat words and phrases from familiar stories.</p> <p><u>Message Centre -</u> Secret/magic symbols</p>	<p>Sock pairs – matching pairs of the same.</p> <p>Using the washing line, roll a dice and then peg that many items on the line. Who has the most?</p> <p>Count objects from Winter Walk – knowing number is constant. Constant number/subitising – encourage children to try not counting objects each time up to 3. What can you see?</p> <p>Encourage counting fruit, spoons, cups at snack time. How many do we need? How many have we got? How many more do we need? Have we got enough? Too many?</p>	<p>Winter Walk – looking for birds, squirrels, trees.</p> <p>Bird identification chart – talk about and describe the birds on your poster ready to recognise if you see any in your garden.</p> <p>Have clip boards with common garden birds for the children to use to count how many they see.</p> <p>Make a hide out in our nursery garden to 'quietly' bird watch and identify any we see.</p> <p>Talk about animals hibernating in Winter because it is so cold. Nocturnal animals... Ask Mr Ellinson if he could set up his night camera to see</p>	<p>Chinese New Year – attempt making Chinese symbols using paintbrushes and black paint on red or white paper.</p> <p>Use different sizes of paper to explore the symbols and shapes. Long pieces of wallpaper and small a5 pieces.</p> <p>Make folds (zig zag) in paper to create fans and dragon decorations. Different sizes to support ability and skill for folding.</p>	<p>Chinese New Year Valentine's Day</p>

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<p>Encourage children to be increasingly independent in meeting their own needs e.g., hand washing and drying. Encourage and model correct sequence for washing hands.</p> <p>Washing up in a small bowl – paint pots etc...</p> <p>Continue to take initiative when tidying up with help of a count down timer/song.</p> <p>Continue to support self-registration – writing names as well as recognising names.</p> <p>Circle time – Lola's Listening rules. Continue to reinforce.</p> <p>What did you receive for Christmas? Talk and share about favourite present Pass a wrapped object around and children try to guess what it is from feel/touch. Encourage to describe how it feels and why they have come to that decision.</p> <p>Continue to encourage children to play cooperatively and find solutions to</p>	<p>from the book to support this. Encourage children to join in with repeated phrases within these books.</p> <p>Bird identification chart – talk about and describe the birds on your poster ready to recognise if you see any in your garden.</p> <p>Winter Walk – what can you see? hear? smell? Winter picture – describe what you see? What will make the ice melt?</p>	<p>and then feeding self with a spoon.</p> <p>Playdough – help to make own play dough. Use to roll, squeeze, pull apart and experiment with to increase finger muscles and control over movements. (Adults note if child has preference for dominant hand.)</p> <p>Pegging items on a washing line Washing up in a small bowl- paint pots etc. Message Centre – making marks and symbols using writing tools.</p> <p><b>GROSS MOTOR</b> Balancing – can you stand perfectly still on both feet? One foot? The other foot? Tape on floor can you walk along to the end without falling off?</p> <p>Throwing into a target – snowballs into a container.</p> <p>Bean game – runner, jumping, chilli, baked. To help keep warm in cold weather.</p> <p>Construction building within imaginative play.</p> <p>Continue to be independent when using large and small motor</p>	<p>encourage to attempt the different symbols displayed and modelled by adult.</p> <p>Find own name each morning for self-registration. As they become confident with recognising attempt to write name.</p> <p>Encourage to attempt name to label things that they create around the setting, such as, paintings, drawings or constructions. (making marks)</p> <p>Secret symbol pairs game – make own game</p> <p>Chat about the stories each week and introduce new vocabulary (as above). Listen to and become familiar with a range of books throughout the term. Chatting about what has happened, what can they see? What might happen next. Using illustrations as help/support.</p> <p>Continue to join in with songs and rhymes, copying sounds, rhythms, tune and tempo.</p> <p><b>5 little snowmen standing in a line</b> <b>2 little dickie birds</b> <b>Wind the bobbin up</b></p>	<p>Not enough? Setting places for their friends. Encourage saying one number for each item in order to 5 +</p> <p><b>Number songs:</b> <b>5 little snowmen</b> <b>Five little apples</b> <b>One man went to mow</b> <b>Ten in the bed</b> <b>One banana, two banana</b> <b>I can count</b> Using hands, fingers, puppets and each other to support counting.</p> <p><u>Outdoor maths</u> - Activity cards... Find – 5 stones 4 sticks 2 plant pots 1 tree 3 bikes</p> <p>Focus on 1:1 correspondence.</p> <p>Complete a bird watch and keep a tally/record. Record how many birds you see on your bird watch.</p> <p>Use sticks to make a square, triangle and rectangle.</p>	<p>if any wildlife is recorded when we have gone home.</p> <p>Bird feeders – cheerio's threaded into string, sunflower seeds pushed into apples and put onto a stick, fat balls.</p> <p>Ice melting – freezing/melting use water tray... freeze objects how will we get it out? What can we do?</p> <p>Mud kitchen (outdoors continuous provision)</p> <p>Role-play – home corner. Ask for family photographs to have in roleplay or reading area. Share and talk about family members. Names, age...</p> <p>Celebrations... Chinese New Year Watch videos, look at my photographs of my family celebrating, eating banquet of food, share stories and fictional books Tasting food Red envelopes Dragon decorations Watch firecrackers video and dragon/lion/dog dancing Tell story of the animal's race</p>	<p>Snowflakes – cutting and snipping</p> <p>Make a marshmallow Snowman – 3 marshmallows, sweets for eyes and buttons, chocolate fingers or matchstick chocolates for arms</p> <p>Draw/paint your favourite bird or make a magical bird of your own! Build your own den – material, chairs, blankets and cushions</p> <p>Mud kitchen herbs, fruit, vegetables. (outdoors continuous provision)</p> <p>Role-play – home corner (to be enhanced in response to children's interest).</p> <p><b>Squiggle while you wriggle</b> – listening to music whilst mark making. (See separate planning sequence)</p>	
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	<p>conflicts. Sand timers and name/picture aids for use with wheeled vehicles and name cards for turn taking.</p>		<p>skills e.g., manage buttons, zips and pouring drinks. Adults to support and encourage.</p> <p><b>Outdoor resources:</b> Climbing frame, trikes, steppingstones and balls. Paint brushes/water and large chalks for mark-making. Sand tray/water tray</p> <p>Collaborate with others to manage large items, such as moving a long guttering and carpet rolls safely, carrying large hollow bricks and other large equipment both inside and out..</p> <p><b>PE:</b> Gymnastics rolling, jumping, balancing, moving across, under and through equipment safely.</p>	<p><b>Bug in a rug</b> <b>Sleeping bunnies</b> <b>Mulberry Bush</b></p> <p><u>Introduce logos</u> – look at the different logos. Does anyone know this? What is it? Where have you seen it? Have a selection of logos permanently on display, easily accessible to the children for them to discuss.</p>	<p>Use stones to make shapes including circle.</p> <p>Find circles, squares, triangles and rectangles inside or out and about.</p>	<p>Make puppets to retell story Small world Fans</p> <p>How is it similar/different to your celebrations? Christmas? Eid? Diwali? Food, family, decorations, gifts</p>	<p>Listen to Chinese music.</p> <p>Use instruments to play along.</p> <p>Make Valentine's Day cards – explore pinks, reds, using white onto canvas.</p> <p>Make kites – string, template, card, paper, plastic bag, tape</p> <p>Windsocks – tissue paper, plastic cups, tape, glue</p>	
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<b>Spring 2</b>	<b>Key Vocabulary</b> Scared, frightened, brave, care	<b>Key Vocabulary</b> Character, beginning, end, start, finish, over, under, through,	<b>Key Vocabulary</b> Over, under, next to, besides, on top,	<b>Key Vocabulary</b> Rhyme, sound, start, beginning, end, segment, blend, symbol	<b>Key Vocabulary</b> Over, under, next to, besides, on top,	<b>Key Vocabulary</b> Spring, buds, bulbs, crocus, snowdrop, rough, wet, slimy, soft, cold	<b>Key Vocabulary</b> Join, attach, materials, glue, tape, cut, scissors, strength.	
<b>Main Theme/ Role Play</b>								
<b>Tell me a story</b>	<b>Key Questions?</b> How do you feel? How does your friend feel? How can you tell?	<b>Key Questions?</b> What happened? What next? What went wrong? How can it be fixed? How did it end?	<b>Key Questions?</b> Can you travel over? Under? Through?	<b>Key Questions?</b> What do you hear... at the start of this word? How do you know it is your name? What is the letter at the beginning of your name?	<b>Key Questions?</b> What do you see? How do you see it? How many? Can you match? Are they the same? Different?	<b>Key Questions?</b> What can you see? Can you hear?	<b>Key Questions?</b> What do you see? How can you join the pieces together?	
<b>Role play-home corner / Enhance</b>	<p>The 3 little pigs – focus on looking after each other and helping each other.</p> <p>Circle time – discuss fear and how it makes me feel.</p> <p>Working together in groups taking turns to talk and listening to each other.</p> <p>Continue self-registration writing own name. Children take more independence with writing name.</p>	<p><u>The 3 little pigs</u> – talk about the similarities and differences between the two characters.</p> <p>Retelling story of the 3 little pigs and what they did. Key parts of the story.</p> <p><u>Gingerbread man</u> story – get children to talk about their own ideas for how he could have got across the river safely?</p> <p>Make a zigzag book of the story.</p> <p><u>Share the following books and concentrate on them a week at a time:</u> <b>The 3 little pigs</b> <b>3 Billy Goats Gruff</b></p>	<p>Building houses to stay safe from the big bad wolf. Try to blow them down. Was it strong enough? How can you make it stronger?</p> <p>Junk modelling – make each of the houses from the story. Use the 3 different materials straw, sticks and bricks.</p> <p>Develop and use climbing equipment and ball skills.</p> <p>Climbing on the logs and trim trial.</p> <p>Travelling and climbing on PE equipment over, under, across, through...</p> <p>Construction – building houses for the</p>	<p>PHASE 1PHONICS – aspect 5 and 7</p> <p>Continue self-registration writing own name.</p> <p>Reading own name each morning, finding name card to help label pictures and paintings throughout each session. Adults encourage the use of these so that children become more confident to do this with less support.</p> <p>Mark making - focusing on pencil grip. Target children for support to work on further fine motor skills to build muscle control.</p>	<p>Gingerbread men – counting buttons and matching numerals.</p> <p>Washing line – outside. Provide children with pegs number cards and a washing line – who can order the cards/clothes etc.?</p> <p>Bears paws – finding them around the setting and collect matching colour to bag. Count and match correct numeral. (for some put 2 sets together for addition)</p> <p>Build walls and count bricks. For some how many in both walls?</p>	<p>Explore signs of spring – using magnifying glasses. (Using the outdoor classroom.)</p> <p>Talk about protecting the plants growing and being careful NOT to stand on them.</p> <p>Talk about the weather and how it can still be cold so still need to feed the birds.</p> <p>Sensory walk – go on a bare foot walk around the outdoor area.</p>	<p>Junk modelling – make each of the houses from the story. Use the 3 different materials straw, sticks and bricks.</p> <p>Pastels and paints to create images of houses.</p> <p>Making paper chain men – using scissors cut out the shapes.</p> <p>Create gingerbread men from templates.</p> <p><u>We're going on a bear hunt</u> - Collage of each of the areas that the</p>	<p>Pancake day</p> <p>Science week</p> <p>World Book Day</p> <p>Easter</p> <p>Mother's Day</p> <p>Spring</p> <p>Red nose day</p>

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		<p><b>The little red hen/Rosie's Walk</b>  <b>We're going on a bear hunt</b>  <b>Gingerbread Man</b></p> <p><u>We're going on a bear hunt</u> – story looking at what happened. Making story maps and sequencing events. Using large roll of paper across the floor.</p> <p><u>Rosie's Walk</u> – Making large story map of where she travels but tell the story from the fox's point of view... adult to model this.          Video the children retelling the story, using their own story maps as aids to do this.</p>	<p>Gingerbread man to live in and building a bridge for the gingerbread man to walk across the river, safe from the fox.</p> <p>Build a bridge for the billy goats gruff to use. Strong or high enough to stay away from the troll!</p> <p>Attempt bridge building both inside and outside using different materials, such as, crates, wooden blocks, tape, boxes, steppingstones.</p>	<p><u>FINE MOTOR ONGOING ACTIVITIES:</u>  <b>Pipe cleaners in colander</b>  <b>Tweezers to pick up and post pom poms</b>  <b>Fiddle board with locks and switches</b>  <b>Keys and locks</b></p> <p>Mark making both inside and outside on large pieces of paper.          Draw/write key parts of the stories to create story maps together in small groups/as whole class.</p>	<p>Introduction of addition.</p> <p>Number bingo – take small groups at a time play bingo using their own number plates to play. Talk about the numerals and discuss the rules of the game.</p> <p>Counting footprints of the wolf. Matching numerals to sets of numbers</p>		<p>characters travel through e.g water, grass, woods, snowstorm, cave...</p> <p>Line drawings of farm animals – Encourage children to observe key parts of each animal. E.g., how many legs? Shape of ears? Does it have a tail? how long? Shape?</p> <p>brusho backgrounds</p>	
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Summer 1	PSED	Communication and Language	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Visits/ Events
Main Theme/ Role Play	<b>Key Vocabulary</b> Safe, emotions, feelings, calm, breathe, worried, frightened,	<b>Key Vocabulary</b> Travel, journey,	<b>Key Vocabulary</b> Slither, gallop, crawl, tip toe, bounce, follow, lead, copy	<b>Key Vocabulary</b> Start, beginning, segment, blend,	<b>Key Vocabulary</b> Label, numeral, number, count, symbol, record, shapes, circle, rectangle, square, cuboid, straight, flat, round, in front, behind	<b>Key Vocabulary</b> Job, work, farmer, bus driver, vet, emergency services, float, sink, plant, seed, care, water,	<b>Key Vocabulary</b> Draw, paint, mix, circle, detail, construct, build, city, road, buildings	
On the move.	<b>Key Questions?</b> How do you feel? What happened? What can make it better?	<b>Key Questions?</b> Why? What next? What happened?	<b>Key Questions?</b> How can you travel safely across the crates/planks/bench? Can you travel in a different way? How?	<b>Key Questions?</b> What can you hear? How will we know this belongs to you?	<b>Key Questions?</b> How many? Where did we go? What did we see... first? Next? Last?	<b>Key Questions?</b> What do they do? How do they help?	<b>Key Questions?</b> What happens when...? How can you make? What will you use?	
Role play-home corner / Enhance	Select and use resources and activities with increasing independence.  Increase challenges and the resources to adapt and increase thinking as the children use them. e.g. balancing stepping stones increase balancing challenge by encouraging to try crates and wooden planks to walk along and balance on. Then ropes to narrow the pathway for balancing.  Encourage children to think about the safety aspect in what they do. e.g. when	<u>Share the following books and concentrate on them a week at a time:</u> <b>The Train Ride</b> <b>Naughty Bus</b> <b>Are we nearly there yet?</b> <b>Duck in the Truck</b> <b>Mr Gumpy's outing</b> <b>Maisy goes on a plane</b>  Through each book, develop and increase a wider knowledge and understanding of new vocabulary. (see above)  Making sure children understand and can show their understanding through their play. In small world, role play with these put out to be modelled and encouraged by adults and to create own resources by making puppets or using blocks etc within the setting.	Continue to develop their movement, balancing, riding and ball skills. (Scooters, bikes, and trikes) Using the wheeled vehicles in the outdoor area to pedal, push, and glide around the area.  Select different sized balls to throw at/in a target. Join in football games to kick the ball to each other and to aim at a target or goal. Roll the balls down guttering, building the guttering tracks themselves (with adult support and then independently).  Increasingly be able to use and remember sequences and patterns	PHASE 1 PHONICS Aspect 5 and 7 – alliteration and segmenting and blending.  Singing phonics, Lola the Listening leopard,  Understand the 5 key concepts about print:  <b>Print has meaning</b> – as each book is covered draw attention to the different types of print used for the transport. e.g. Naughty bus – bus stop signs or Mr Gumpy's outing a sign to show danger. <b>Print can have different purposes</b> – signs bus stop/danger, also logo for different shops, petrol stations, car makes.	Link numerals and amounts: Mr Gumpy's Outing counting animals... labelling using numbers.  Experiment with their own symbols and marks as well as numerals.  Encouraging the children to label each parking space for the cars/wheeled vehicles. Making tickets for on the Naughty Bus ride 'How many on the bus?' Recording the number of goals scored outside or the beanbags in the basket.  Talk about and explore 2d and 3d	Show an interest in different occupations – linked to the different books each week discuss the jobs that people do and why?  Possible visits from different people with different occupations such as a farmer, vet, member of emergency services or a nurse.  Plant seeds and care for growing plants. Plant different plants within the outdoor area and model what needs to be done to look after them and keep them alive.  Begin to understand the need to respect and care for the natural environment and all living things.	Make and develop complex stories using small world equipment to retell and make up their own stories linked to the stories each week.  Encourage the children to use the resources such as blocks and loose parts to create their own small worlds and build their own worlds.  Weather permitting – put long strips of wallpaper on the floor for children to mark make and explore outside	Summer

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	<p>balancing what rules could be put in place to make sure we are safe and nobody gets hurt?</p> <p>Develop a sense of responsibility and membership of the class by helping out around the setting and carrying out specific tasks. Such as: helping to wash the paint pots at the end of the session, carrying the fruit/snack ready for snack time.</p> <p>Finding and working out solutions to conflicts. Talk about and model discussing what can be done to help the conflict. Sharing, taking turns, choosing something different, sand timers etc.</p> <p>Continue to talk about and develop understanding of different feelings other than just happy and sad. Such as angry, worried, frightened, scared, excited...</p>	<p>To be able to answer 'WHY?' questions, using 'because' and 'or' within their answers.</p> <p>Sing and increase the number of songs that they can sing 'off by heart'. Know many songs and rhymes.</p> <p>Be able to talk about familiar books including those introduced each week throughout each term. (Previously introduced throughout the year)</p> <p>Be able to tell a long story using small world play, story maps and possibly 'Helicopter stories.'</p>	<p>of movements which are related to music and rhythm. In the hall, use Write Dance to match movements to the music.</p> <p>In the setting use scarves and ribbons to move to music.</p> <p>Model the vocabulary of movement for the children such as 'gallop', 'slither', 'crawl', 'tip toe', and 'bounce'.</p> <p>Also model the vocabulary of instruction such as 'follow', 'lead' and 'copy'.</p> <p>Encourage the children to attempt to use this new vocabulary introduced.</p> <p>Use one-handed tools and equipment, for example making snips with scissors.</p> <p>Start eating independently and learning how to use a spoon, fork and knife. Opportunities during snack time to use these with a variety of snack available.</p>	<p>Continue to model <b>we read English text from left to right and top to bottom</b> by sharing books every day and regularly throughout each session in large, small groups and 1:1. Showing the children how to handle the books carefully, correctly and the correct way up. <b>Name the different parts of the book</b>, sharing the cover, the author, the page number. Encourage the children and model how to <b>turn the pages one at a time with page sequencing</b>.</p> <p>Continue to self-register each morning. Recognising their own name and attempting to write it. Adults to model and encourage children to make and write labels with their own name for labelling construction made or paintings or drawings to take home. 'How will we know it is yours?'</p>	<p>shapes. Encourage using the language and vocabulary circles, triangles, rectangles, and cuboids. Also sides, corners, straight, flat and round.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Take a trip to the park and recall the route and order of things seen along the way.</p> <p>Describe a familiar route. Such as walking to school or walking to the hall from nursery.</p> <p>Talk about and identify the patterns around them. Stripes, spots, etc and where they can/have seen them. Share stories such as Hat for Hippo and talk about the different patterns on the clothes and accessories in the illustrations.</p> <p>Extend and create ABAB patterns.</p>	<p>Floating and sinking – link to both Mr Gumpy's outing and naughty Bus.</p> <p>Try placing all the animals in the boat for Mr Gumpy. What happens? Why?</p> <p>Make own boats and try putting the animals in... does their boat work better? How? Why?</p>	<p>and inside. Use different tools and materials such as crayons, paints, chalks...</p> <p>Children decide which materials to use to create desired effect.</p> <p>Draw with increasing complexity and detail, representing a face with a circle and then add detail.</p>	
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Summer 2	PSED	Communication and Language	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Visits/ Events
<b>Main Theme/ Role Play</b>								
<b>Under the Sea</b>	<b>Key Vocabulary</b> Rules, happy, sad, angry, worried, nervous,	<b>Key Vocabulary</b> Story, play, choose, choice,	<b>Key Vocabulary</b> Over, under, across, snip, cut, zip, pull,	<b>Key Vocabulary</b> Segment, blend, rhyme, beginning, end, first, last, page, letter, word,	<b>Key Vocabulary</b> Count, pattern, repeat, next, tall, short, long, heavy, light	<b>Key Vocabulary</b> Seed, plant, petal, leaf, care, environment, recycle,	<b>Key Vocabulary</b> Colour, mixing, line, space, closed, pattern, texture	
<b>Role play- home corner / Enhance</b>	<b>Key Questions?</b> How do you feel? What are you happy/sad/worried/excited about? Why?	<b>Key Questions?</b> What do you want to do? What is your choice?	<b>Key Questions?</b> How can you travel across? What do you need to do?	<b>Key Questions?</b> What can you hear at the beginning?	<b>Key Questions?</b> How many? What is the total?	<b>Key Questions?</b> Where did you go? Who did you go with? How did it feel? What happened?	<b>Key Questions?</b> <b>What can you see? What has happened?</b>	
	Increasingly follow rules, understanding why they are important.  Remember rules without needing adult to remind them.  Taking turns – games  Talk about their feelings using words like happy, sad, angry or worried.  Feelings linked to going to reception.  Transition days – swapping with reception teachers at story time.  How we can look after animals.	<u>Share the following books and concentrate on them a week at a time:</u> <b>Hooray for Fish!</b> <b>Barry the fish with fingers</b> <b>10 Little Pirates</b> <b>Barry the fish with fingers and the sea monster</b> <b>Billy's Bucket</b> <b>Kipper's Sunny Day</b>  10 little pirates – children tell own story around the setting based on the original book.  Barry the fish with fingers – talk about what happened in the story. What are they good at?  Children's choice of story books and story time outside.	Collaborate with others to manage large items such as moving long planks safely, carrying large hollow blocks.  Obstacle course... pirate treasure hunt! Using wooden blocks, planks, steppingstones, crates and ropes...  Use one handed tools and equipment.  Cutting skills – snipping to make puffy the puffer fish.  Be increasingly independent as they get dressed and undressed putting own coats and	PHASE 1 PHONICS – aspects 4 (rhyme) and 7 (segmenting and blending)  Spot and suggest rhymes.  Segment words and instructions throughout the session to children e.g. go and get your c-oo-t  Write some letters accurately.  Use some of their print and letter knowledge in their early writing.  Lift the flap book of sea creatures/ animals.  Make treasure maps – follow them to find treasure	Counting shells – 1:1 correspondence  Bug/sea creature hunt – children have a treasure hunt list with different amounts of the bugs/sea creatures to find in the garden/setting – how many have you got altogether?  Squeeze and squirt – number empty bottles 1 – 9. Get the children to sort the bottles in order in a line. Together check that the bottles are in the correct order. Give the children a water pistol – shout a number and knock it over with your water pistol.	Understand the key features of the life cycle of a plant and animal.  Plant herbs and flowers in the garden – talk about how we need to look after them – make a rota of who is watering the flowers and weeding them.  Begin to understand the need to respect and care for the natural environment and all living things.  Talk about where the animals are from. Look in books and online to research.  Bug/bird hunts – use the clipboard tick charts to	Create closed shapes with continuous lines and begin to use these shapes to represent objects.  Draw objects in own bucket shape.  Painting sea animals – what colour are they? What detail do they have?  Explore different materials freely, in order to develop their own ideas about how to use them and what to make.	Sports Day  Transition Day to visit Reception class

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	<p>Circle time games/talks – I feel happy when..., I feel sad when....., I get cross when....</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p>	<p>shoes on. Doing Velcro and zips.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Talk about and offer healthy options at snack time each day.</p> <p>Team games – using parachute and circle games and ring games.</p>	<p>Story map of the story of 10 Little Pirates</p> <p>Write some or all of their name.</p> <p>Name cards for labelling construction or models</p> <p>Secret messages – shared messages to each other.</p> <p>Practise name writing and recognition.</p>	<p>Hopscotch and skittles games outside – who can recognise the numbers on the mat?</p> <p>Talk about and identify patterns around them and on the fish in stories.</p> <p>Extend and create ABAB patterns using patterns from fish.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Make comparisons between length and size of the fish in the stories.</p>	<p>find the different bugs/birds.</p> <p>Explore and talk about different forces they can feel.</p> <p>Floating and sinking – bowl of water collection of objects which stay on top? Which sink to the bottom?</p> <p>Begin to make sense of their own life story and family's history.</p> <p>Talking about holidays – have you been on holiday – who did you go with, where did you go?</p>	<p>Use words to describe textures and make these.</p> <p>Join different materials and explore different textures.</p> <p>Bubble wrap, straws, stripes, vegetables to decorate fish, printing to create texture.</p> <p>Explore colour and colour mixing - Mixing colours and painting patterns of sea creatures.</p> <p>Big painting outside – large scale free painting.</p> <p>Making telescopes and binoculars</p> <p>Water painting outside –free painting.</p>	
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This will be added to as the year progresses to take into account child interest and the needs of the children.