

Project Coverage Overview

Nursery Intentions for Summer 1 2022: 'I Imagine & Spring has Sprung' (alongside in-the-moment, interest led learning, responding to children's play)

Our nursery emphasises child initiated play, indoors and out. Learning through play can be entirely independent or supported by an adult for a short or long time span. Child led play may reflect the child's passions and interests, it is also shaped by the provision (environment and resources) made available by staff and influenced by suggestions from other children and staff. We have some core provision and add resources and activities to this. These

In Communication and Language we will...	In Personal, Social and Emotional Developments we will...	In Physical Development we will ...	
<ul style="list-style-type: none"> • Talk to organise themselves. • Use and understand a wider vocabulary. • Use and understand a wider vocabulary to describe, for example, an action or idea in imaginative play, the properties of an object, a preference. • Talk about the changes they experience, in seasons and objects. • Enjoy, listen to, talk about and recall familiar stories. • Tell a story, in play or from a familiar book • Understand two part instructions. • Understand and respond to 'what' and 'why' questions. • Talk about and name different feelings and emotions. • Usually use words to state a problem. • Recite and join in with familiar rhymes and songs. • Express a point of view verbally, usually giving a reason. • Start and take turns in a conversation with an adult or friend. • Pronounce most words so others can understand them. • Use some correct tense words in speech. 	<ul style="list-style-type: none"> • Select and use resources, with help when needed. • Become more outgoing and relaxed, with a wider range of people, in safe nursery setting. • Follow nursery expectations and rules, with some support and sometimes independently. • Settle to an activity for a while, before moving to another. • Sustain playing to achieve a goal they set. • Take part in pretend play sometimes using different roles. • Play alongside or with one or more other child/ren. • Engage in some shared pretend play, often with other children, building empathy for other roles. • Share and take turns with others, with some adult support. • With occasional adult support, usually talk to resolve conflicts. • Talk about their feelings, naming some. • Usually independent in using the toilet and washing hands, with occasional support. • Largely independent in taking coat and footwear off and having a good go at putting on coat, wellies, shoes and aprons, with some help. 	<ul style="list-style-type: none"> • Develop our core muscles, spatial and body awareness and physical control through a variety of big-movement activities. • Use both sides of body for similar and different tasks, developing bilateral co-ordination. • Climb, clamber, crawl, ride, walk on uneven surfaces, swing, hang by arms, use steps, sit, sway, lean, lift and drag heavy objects, jump, skip, hop and briefly balance in different poses. • Copy and explore movements in dance, obstacle, bench and mat challenges, yoga and wand work. • Go up steps and stairs using one foot per step, alternate feet. • Use and remember short sequences of movements related to music and rhythm. • Develop persistence and awareness to improve movement control. • Imitate large whole body and arm movements, in dance, gym and yoga. • Copy large shoulder and arm movements in wand work and Squiggle Wiggle, focussing on anti-clockwise and clockwise circular movements and up, down, side to side and zig zag movements. • Imitate small hand movements through wand work, Penpals finger games, finger rhymes and finger challenges. • Develop shoulder and arm muscles by using brooms, mops, flags, chinks, streamers, parachute, under table drawing, dragging and lifting heavier objects and action songs. • With support, move and use objects safely for themselves and others. • With occasional support use one handed tools and equipment, such as spoons, hammers, brushes, chalk, tongs, tweezers, squeeze action scissors. • Develop control and strength in fingers and hands, using small equipment to pick up objects between fingers and thumb, twist lid action, sorting small objects and varied action finger rhymes. • Generally, use thumb and two (or three) fingers to use a brush or pencil. • Use small and large objects to mark make, with enjoyment, exploration and purpose. • Build awareness of where letters in own name begin and how they are formed. • Develop a recognisable, largely correctly formed way of writing own name (initial letter, part of, all.) 	
In Literacy we will ...	In Mathematics we will ...	In Understanding the World we will ...	In Expressive Arts and Design we will ...
<ul style="list-style-type: none"> • Enjoy sharing books, talking about content, illustrations, characters, events. • Invent and imagine their own stories through role play, Helicopter stories and storytelling, individually and as a group. • Develop new vocabulary from hearing books read to us. • Draw and mark make freely, in some role play and in some Scribble Club activities, sometimes giving it meaning. • Understand that print has meaning and purpose and is read from top / left. • Recognise own initial letter or all name. • Write or mark make initial letter, some or all of name, writing some accurately. • With support, spot and suggest rhyme as play with sounds and adapt nursery rhymes. • With support orally blend some spoken letter sounds into a word. • With support begin to segment a familiar spoken word into sounds 	<ul style="list-style-type: none"> • Develop recognition of up to four objects, without having to count them individually (subitising). • Recite numbers to and past 5. • Show finger numbers up to 5. • Read some numerals to 5 • Match some numerals to a quantity, up to 5. • Experiment with • Compare practical quantities using language, more than, fewer, less than. • Explore and talk about different ways of making 2, 3, 4 and 5, using objects. • Solve real world maths problems to 5. • Talk about, describe, match and sort real life 2D and 3D shapes, using vocabulary such as side, corner, straight, flat, round. • Build increasingly complex models, saying why choose certain shapes. • Talk about the sequence of events: from stories, real life recall, exploring and play. • Use words such as first, then, after, before. • Explore and create patterns. 	<ul style="list-style-type: none"> • Talk about what they see, feel, smell and hear using a wide vocabulary. • Notice contrasts between some similar objects, esp natural objects. • Notice and talk about changes they experience: seasons, weather, growth. • Plant seeds and care for living plants, becoming aware of some life cycles. • Begin to understand seasonal changes and need to care for the natural environment and living things. • Talk about their own families. Appreciate how their families help them and that different families vary in set up and size. • Talk about and continue develop positive attitudes about (physical, cultural, preference) differences and similarities between people. • Continue to talk about their own and other people's special celebrations, sharing photographs, facts and feelings. • Become more aware of own personal life story / history and changes. 	<ul style="list-style-type: none"> • Remember and sing songs and rhymes. • Begin to match the tone as sing, talk about high and low pitches. • Play tapping and shaking percussion instruments, sometimes following a steady beat and recognising fast, slow. • Begin to develop complex stories, using small world and person role play. • Take part in pretend play, individual and shared, developing how complex the storyline, description and props are. • Make imaginative 'small worlds'. • Use objects and marks to represent other objects and explore drawing lines and shapes and adding some detail. • Explore cutting, collage, painting and printing resources and skills. • Look at work of other artists. • Paint and make music to express feelings, own and in stories or play. • Join different size and texture materials with tapes, glues, paper fasteners.

resources and suggested activities are shaped by the children's interests and by the skills and knowledge we wish to help our children develop next. Nursery also has adult led activities. Our adult led activities vary in group size and time duration. They can be whole class, large group, small group and individual child with adult.

Resource provision and activities will be planned to develop the 'Characteristics of Effective Learning' (Playing and Exploring, Active Learning, Creating and Thinking Critically) and to cover all the 'areas of learning': Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design. The children at our nursery can be from 3-years-1-day old to a-day-less-than-5-years old. This is a huge developmental range so nursery learning, provision and activities reflect this. Consequently, the interests, needs and ages of our children often take our learning in alternative directions to the planned intentions here.