

<b>Topic:</b> Where the wild things are				<b>Year Group:</b> Nursery	<b>Term:</b> Summer 1	
<b>The Big Question:</b> Where do animals live?						
<b>Key Questions:</b> Which animals live in hot / cold places? Can animals live under water?						
<b>Vocabulary:</b> habitat, savanna, woodland, coast, jungle, ocean // before, near, less, side, same, large // wild, safari, adventure, brave, shadow, glow						
Prime Areas				Key Texts for Topic	FS1 Reading Spine	
Communication and Language	Personal, Social and Emotional Development	Physical Development				
<p>I can pay attention to more than one thing at a time, which can be difficult.</p> <p>I use a wider range of vocabulary.</p> <p>I can understand a question or instruction that has two parts.</p> <p>I can use longer sentences of four to six words.</p> <p>I can start a conversation with an adult or a friend and continue it for many turns.</p> <p>I can use talk to organise myself and my play.</p>	<p>I can select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.</p> <p>I am becoming more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>I can play with 1 or more children, extending &amp; elaborating play ideas.</p> <p>I can find solutions to conflicts and rivalries.</p> <p>I can increasingly follow rules, understanding why they are important.</p> <p>I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I am increasingly independent in meeting my own care needs.</p>	<p>I can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>I am starting to take part in some group activities which I make up for myself, or in teams.</p> <p>I can match my developing physical skills to tasks and activities in the setting. For example, I decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>I show a preference for a dominant hand.</p> <p>I am increasingly independent when getting dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Where the Wild Things Are</p> <p>We All Went on Safari</p> <p>The Lion Inside</p> <p>The Koala Who Could Be Brave, Little Penguin</p> <p>Night Monkey, Day Monkey</p> <p>I am Jellyfish</p> <p>Lulu's First Day</p> <p>Pattern Fish</p> <p>My Dad is Brilliant</p> <p>You Choose</p>	<p>Owl Babies, Pip and Posy Super Scooter, Red Rockets and Rainbow Jelly, Shark in the Park, Meg &amp; Mog, Dear Zoo, Little Rabbit Foo Foo, Polar Bear Polar Bear, Peace at Last, Brown Bear, Brown Bear, Whatever Next, The Very Hungry Caterpillar, Not Now Bernard, The Tiger Who Came to Tea, The Gruffalo, The Train Ride.</p> <p>Storytelling:</p> <p>Poetry: The Oxford Treasury of Nursery Rhymes</p>		
Specific Areas					Phonics	Visits/ Experiments/ Events/ Special Days
Literacy	Mathematics	Understanding the World	Expressive Arts and Design			

<p>I understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• names of different parts of a book</li> <li>• page sequencing</li> </ul> <p>I can listen and put sounds together to make a word (i.e. blend: s-a-t). I can count / clap syllables in a word. I can engage in extended conversations about stories, learning new vocabulary. I can use some of my print and letter knowledge in my early writing.</p>	<p>I am developing fast recognition of up to 3 objects, without having to count them individually ('subitising'). I can recite numbers past 5. I can say one number for each item in order: 1,2,3,4,5. I can show 'finger numbers' up to 5. I can compare quantities using: 'more than', 'fewer than'. I can talk about and explore 2D &amp; 3D shapes using informal &amp; mathematical language: sides, corners; straight, flat, round I can discuss routes and locations, using words like 'in front of' and 'behind'. I can make comparisons between objects relating to size, length, weight and capacity. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. I can talk about and identify the patterns around me. I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</p>	<p>I can use all my senses in hands-on exploration of natural materials. I can explore collections of materials with similar and/or different properties. I explore how things work. I understand the key features of the life cycle of a plant and an animal. I am beginning to understand the need to respect &amp; care for the environment and all living things. I can talk about the differences between materials and changes I notice.</p>	<p>I can take part in simple pretend play, using an object to represent something else even though they are not similar. I can explore different materials freely, to develop my ideas about how to use them &amp; what to make. I can develop my own ideas and then decide which materials to use to express them. I can join different materials &amp; explore different textures. I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. I can explore colour and colour-mixing. I can listen with increased attention to sounds. I can remember and sing entire songs. I can sing the pitch of a tone sung by another person ('pitch match'). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>RWI set 1 sounds (letters of alphabet)</p>	<p>Father's Day</p>
<b>Nursery Rhyme of the Week</b>					
<p>Down in the jungle Five little monkeys One elephant went out to play Old Macdonald Alice the camel Pat-a-cake</p>					