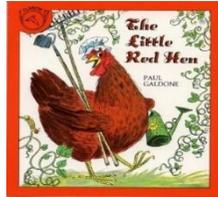


# Weekly Overview of Learning

**Year Group: Nursery**    **Week beginning: 23.01.23**

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Reminders
<p>Please remember to check that your child's hat, scarf, coat, bag and jumper have their name on. Please check regularly in case it washes off.            Bring in book bag on child's book bag day.            Check Tapestry regularly as we upload observations as well as important dates and messages.</p>

This half term our topic is: Traditional tales.		
Personal and social	Communication and language	Physical development
<p>Understand gradually how others may be feeling. Talk about the Little Red hen and how she was feeling when no one would help her.</p> <p>Explore the situation of the little red hen from different points of view. Bring these ideas in to pretend play and when modelling role play. "I wonder why the cat wouldn't help the little red hen?"</p> <p>How does it feel when people are kind/unkind to you? Use real Nursery situations to discuss and think about from both sides e.g. when one child is playing in an area and their friends wants to play with something different.</p>	<p>This week we will be focusing on The little Red hen.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">You can listen to the story by clicking here  <a href="https://www.youtube.com/watch?v=2E72Tzy0LN0">https://www.youtube.com/watch?v=2E72Tzy0LN0</a></p>	<p>Scissor skills -continue to support children to make snips. This week the children will be turning their snips in to windmill sails to make a windmill for the Little Red Hen to grind the flour.</p> <div style="text-align: center;">  </div>
	<p style="text-align: center;"><b>This week's key vocabulary</b>            Helping, kindness, feelings            Garden, birds, robin, pigeon, magpie. Blue tit, blackbird, starling, wood pigeon.</p>	<p style="text-align: center;">Independence – continue to encourage the children to put their coat on and remove their own coat. We will also show children how to do their own zip up.</p>

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Literacy	Maths	Topic/UTW/EADD
<p>Retell the story of the Little Red hen and talk about which characters are in the story. Children to join in with the repeated phrases such as</p> <p>'Who will help me ?'</p> <p>'Not I'</p>	<p>Making purposeful marks.</p> <p>Big garden Birdwatch – make marks to record the birds that they see in the Nursery garden.</p>	<p><b>Big garden Birdwatch – 27<sup>th</sup> to 29<sup>th</sup> January.</b></p> <p>Talk about the Big garden Birdwatch and that every year the RSPB as people to record the birds that they see in their garden.</p>
<p><b>Moonst</b> <b>Phonics</b></p>		<p>Look at some of the common birds that the children may see.</p>
<p>On Friday this week is our Monster phonics day. Remember to come in dressed in the colour of or dressed as your favourite monster. In Nursery, the main 'monster' that we will be focusing on is black cat.</p>   <p>Rhyme – sing lots of rhymes and listening to poems for story time at the end of the day and snack time. Encourage the children to listen out for words that sound similar and rhyme.</p>	<p>Count objects and realise that the last number they count shows the total number in the set.</p> <p>Encourage children to tap the object as they count to make sure that they have count accurately.</p> 	<p>EAD – Make binoculars and collages/painting/pictures of common garden birds.</p> <p>Make bird feeders to encourage birds to come to visit the nursery garden.</p>  

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	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	<p>Show the children some bread. What have I got here? Does anyone make bread at home? Where do you get bread from? Tell the children that you are going to read a story that has bread in it.</p> <p>Show children the front cover of the story The Little red hen. What do you think the story is about? Has anyone read the story before?</p> <p>Read the story and encourage the children to join in with the repetitive phrases.</p>	<p>Show the children the pictures of the little red hen characters and ask them to count how many animals there are altogether. Encourage the children to repeat the last number counted to show how many there are in the set.</p> <p>Repeat and give children the character cards and ask them to count with a partner and then say how many are in the group. Encourage children to think about the last number meaning the cardinality rather than recounting again.</p>	<p>UTW Big garden birdwatch.</p> <p>Show the children a bird book, binoculars and the record sheet. Ask the children if they have an idea about what we may be thinking about.</p> <p>Talk about the Big garden birdwatch and why it is a good thing to take part in.</p> <p>Ask the children have they seen any birds in our Nursery garden? Tell the children that we are going to be bird detectives and help the RSPB.</p> <p>Hold pictures of the birds and ask the children if they recognise any. Tell the</p>	<p>Phase 1 - Rhyme</p> <p>Tell the children we will be listening carefully for words that sound the same today like cat and mat.</p> <p>On IWB/practically have 3 objects and T to say them clearly, the children to say which two words sound the same (check for misconceptions where the children choose objects with the same sound)</p> <p>Sing nursery rhymes and encourage the children to listen for words that sound the same e.g. cat and bat.</p>	<p><b>MONSTER PHONICS DAY</b></p> <p>Talk to children about what they have come to school dressed as. Have a picture printed of each of the monsters, hold up and ask the children to stand up if they have come dressed as that 'monster' Talk about which monster has more people dressed up.</p> <p>Watch the 'Meet the monster video ' and show the children the monster cuddly toys.</p> <p>Explain the phonic activities set up in the environment for the children to participate in.</p>

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	<p>Why would no one help the Little red hen? Do you think they should have? Do you think the Little red hen should have shared the bread with all the other animals at the end of the story? Ask children to explain their answers. Talk about how the Little red hen might be feeling at different parts of the story.</p> <p>Praise any children that are showing 'effortful control' and have their hand up and are waiting without shouting out.</p>		<p>children the names of the bird.</p> <p>Sit the children by the bifold doors and open, explain to the children that we are going to be very still and quiet and wait and see if any birds come in to the garden. Model how to make a mark to show that they have seen a particular bird.</p> <p>Support children in the outdoor area to use the binoculars to bird watch.</p>		
Session 2	<p>PSED Talking about kindness and how the Little red hen felt when no one would help.</p>	<p>Children to come up and show their windmills that they have made using snips over the last few days.</p>	<p>Independence.  Ask all children to get their coats and show them the children that</p>	<p>Sing nursery rhymes and number songs with the children. Give the children instruments so that they can play</p>	<p>Talk to the children about what their favourite part of the session has been. Did they like dressing up as</p>

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	<p>How can we help children in Nursery? Ask the children if anyone has helped them today or if they have helped someone.</p> <p>Children to share their kind deeds with the class. Children to listen to the other children's responses.</p>	<p>Remind children how to hold the scissors and make snips. Model how to make the windmill for those children who haven't made it to the Art table yet.</p> <p>Remind the children all the things that we can make using snips – grass, scarfs, lanterns, fringing for clothes.</p>	<p>can't get their coats on independently the over the head method!</p> <p>Get children to stand in a space and practice.</p> <p>Children that are able to, show them how to do their zip/buttons up.</p>	<p>along. Encourage the children to play loud and play quietly.</p>	<p>the monsters? What have they done this morning that they have enjoyed.</p> <p>Sing the monster phonics alphabet song.</p>
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