




# Weekly Overview of Learning

**Year Group: Nursery**    **Week beginning: 3.6.24**

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher


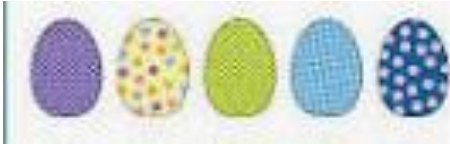

Reminders
<p>Please check that all jumpers, cardigans and water bottles are named,</p> <p>Please remember that bracelets, dangly earrings, necklaces, colourful hair bows and sunglasses are not allowed. Please wear school colours only. If children have their ears pierced, then they should wear studs not dangly earring for safety reasons.</p>

This half term our topic is: Big Wide World		
Personal and social	Communication and language	Physical development
<p>We will be talking about how I can be kind to my peers and grown ups and starting conversations with friends and familiar grown-ups.</p> 	<p>This week our focus story is How does an egg hatch? By The World of Eric Carle.</p>  <p>Click this link to watch and listen to the story <a href="https://www.youtube.com/watch?v=NRqpLkNQzZc">https://www.youtube.com/watch?v=NRqpLkNQzZc</a></p> <p><b>This week's vocabulary:</b> Incubator, eggs, Chick, hatch, shell, full, empty, change, kind</p>	<p>This week the children will be using the bikes, scooters and their feet to make journeys in the nursery garden. We will make a route around Nursery and take photos so that we can make a map with the children where they have been.</p>  <p>We will be supporting the children in developing a comfortable pen grip by doing lots of activities which focus on the pincher grip.</p>

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<b>Literacy</b>	<b>Maths</b>	<b>Topic/UTW/EADD</b>
<p>We will be reading the story and encouraging children to think about the sequence of the story.</p> <p>What happens first? What comes next.</p>	<p>We will be using the 5 frames to talk about the number of eggs that we have in the incubator.</p> <p>Throughout the week as the chicks hatch, we will be swapping the eggs for a chick picture on the 5 frame.</p>	<p>This week we will have an incubator and 10 eggs arrive in Nursery. We will be talking to the children about what they think are in those eggs and what will happen. We will start to talk about the life cycle and how a chick grows.</p>
<p>Moonstew Phonics</p>		
<p><b>Pre phase 2 – n sound</b></p> <p><b>We will be looking at the n sound and beginning to identify and recognise.</b></p> <p><b>Adaptive group will be using the n sound and other sounds that we have been learning to blend cvc words.</b></p>	<p>We will also be thinking about spatial awareness and looking at things in our nursery from different angles, which will help us to draw our maps and plans of our journeys.</p>	

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	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	<p>Listening and attention -Children to sit in circle and talk about what they did in holiday. Use Tapestry photos as a stimulus.</p> <p>Sentence starter In the holidays I ...</p>	<p>Maths – recap on the 5 frames. Have 10 cut out eggs and ask the children to place them on the 5 frame, talk about what happens when we have a full 5 frame (we get another) talk about the empty 5 frame and invite children to come up and place the eggs on the frame.</p> <p>Show children the 5 frame subitizing cards and practice the children's subitising. What can you see and how can you see it? What do you notice?</p> <p>Throughout the week, talk about the eggs</p>	<p>Monster phonics – pre phase 2 sound</p> <p>Recap on the pre phase 2 sounds that we have already covered.</p> <p>Introduce n using the story, action song and the mnemonic.</p> <p>Nice or nasty? – initial sound sorting.</p> <p>Practice grapheme recognition using the PowerPoint. Children to spot the 'n' grapheme on the nuts as Nick the Squirrel takes them to his nest.</p>	<p>Cornerstones – Big Wide World.</p> <p>Show the children a simple map and ask them if they know what it is. Talk to them about journeys and some journeys that they may have been on.</p> <p>Explain to the children that in the garden we will be using the different vehicles to go on a special journey around the nursery garden and then we will be making a map of our journeys.</p>	<p>Life cycle of a chick.</p> <p>Look at the incubator and the brooder box and talk about what they can see. Recap on the life cycle of the butterfly from last term and ask the children.</p> <p>Ask children what a life cycle is and what they think the life cycle of a chick maybe. Link to what they have observed this week – the eggs arriving, some of the chicks hatching.</p> <p>What will the chick grow into?</p> <p>Link to the key text book and draw the life cycle on the IWB. Ask the children to talk through the life cycle whilst the adult draws, encourage children to think of and hear the initial sounds in the words and write next to the picture.</p>

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		<p>hatching and on the 5 frame, talk about how many eggs we have and how many have hatched.</p> <p>Use vocab of hatch, empty, full.</p>		<p>Children to use bikes, scooters and different vehicles to make the journey. Children will use Ipads to take photos of their journey and then make a map in class.</p>	
Session 2	<p>Look at the incubator and ask the children to talk about what they think it is for.</p> <p>What do they think is in the eggs?</p> <p>Read the story How does an egg hatch and talk about what will happen, refer back to the life cycle of the butterfly and how the caterpillars changed.</p> <p>Talk to the children about when the eggs hatch, that they may be different colours. Darker fur are girls and yellow ones are the boys. Do they</p>	<p>Jigsaw – Changing me lesson 1 – see separate plan.</p> <p>Piece 1 – My body.</p>	<p>Floor book.</p> <p>With the children make a big floor book of the chicks.</p> <p>Use photos from each day of the chicks and get the children to help construct a sentence. Can they hear any of the sounds at the beginning of the words.</p> <p>Leave small book templates that the children can use to make their own book.</p>	<p>Using the photos that the children took from their journeys, make a map of the journey that</p>	<p>Look at the brooder box and talk about how the chicks have changed throughout the week. How many girls/boys have we got? Ask the children to think of names for them. Get the chicks out and let the children have a hold.</p>

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	think we will have more boys or girls.				
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Fine motor ideas – pincer grip practice



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make a hen house to keep the chicks safe.