

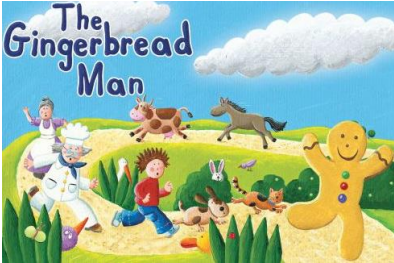


# Weekly Overview of Learning

**Year Group: Nursery Week beginning: 30.1.23**







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

This half term our topic is: Traditional tales.		
<p align="center"><b>Personal and social</b></p>	<p align="center"><b>Communication and language</b></p>	<p align="center"><b>Physical development</b></p>
<p>Understand gradually how others may be feeling. Talk about the little old man and the little old lady were feeling i.e. lonely, missing a baby/child of their own</p> <p>Explore the situation of the Gingerbread man from different points of view. Bring these ideas in to pretend play and when modelling role play. “I wonder why the Gingerbread man was running away?” “Do you think the little old man and the little old lady wanted to eat him or look after him?”</p>	<p>This week we will be focusing on The Gingerbread Man.</p> <div align="center" data-bbox="965 571 1272 804">  </div> <p align="center">You can listen to the story by clicking here <a href="https://www.youtube.com/watch?v=jwyrYzys8YE">https://www.youtube.com/watch?v=jwyrYzys8YE</a></p>	<p>Using a comfortable grip with good control when using pens, pencils and paintbrushes. The children to use ginger scented paint to paint their own Gingerbread and select desired resources from trays to decorate their own gingerbread man</p> <div align="center" data-bbox="1603 663 1872 1090">  </div>
<div align="center" data-bbox="304 911 696 1174">  </div>	<p align="center"><b>This week’s key vocabulary</b></p> <p>Lonely, kind, friends, chase, soak, water, fox, cow, horse, Gingerbread man, unkind, trust.</p>	<p 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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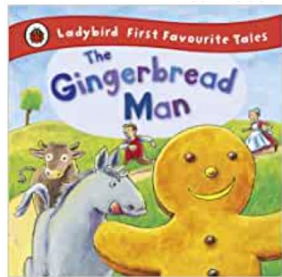


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Literacy	Maths	Topic/UTW/EADD
<p>Retell the story of the Gingerbread man and talk about which characters are in the story. Children to join in with the repeated phrases such as</p> <p>'Run, run as fast as you can you can't catch me I'm the Gingerbread man'</p>	<p>Have large numbers and a washing line, children to order the numbers from 1-5 and then 1-10</p>	<p>Ask children the question- 'Why didn't the Gingerbread man swim across the river?'</p>
<p><b>Phonics</b></p>		<p>Test this theory using Gingerbread man biscuits and the water tray. Encourage the children to use key vocabulary such as dissolve, broken, soft etc. and discuss the meaning of these words</p>
<p>On Friday the sound of the week is Gg. In Nursery, the main 'monster' that we will be</p>	<p>Count objects and realise that the last number they count shows the total number in the set. Focus on the number of the week which is 4. Subitize 4, count four and practice forming the number 4</p>	
<p>focusing on is black cat.</p> 		<p>Make bridges for the Gingerbread man to run over using various construction such as bricks, Lego, sticks, straw etc. and talk about which would be strongest and weakest</p>
	<p>Encourage children to tap the object as they count to make sure that they have counted accurately.</p>	 <p>A bridge for The Gingerbread Man</p>
<p>Rhyme – sing lots of rhymes and listen 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. Story suggestions- Hop on Pop, Each, peach, pear plum, Gruffalo etc.</p>		

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	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	<p>Show children the front cover of the story The Gingerbread man. 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. Ask children questions about the story throughout. Why did the little old lady make the gingerbread man? Should the Gingerbread man have trusted the fox?</p>	<p>Rapid recall of the sounds that the children have already learnt. CT to show flashcards of sounds s,a,t,p,i,n,m,d,o,b,c</p> <p>Children to sit in a circle. Place objects which start with the letter 'g' in a box and pass the box around whilst singing song – what's inside the treasure box (x3) ...open it up and see. Open the box and reveal object. Name the object and emphasise the 'gggg' sound.</p> <p>On the IWB teacher to model how to write the letter g. Ask children to practice forming the letter on their partners back and on the carpet using their 'magic fingers'. Ask the</p>	<p><b>UTW</b></p> <p>Children to sit in a circle. Show children a Gingerbread man and ask them to pass it around. Can they use words to describe how the Gingerbread biscuit feels: snap, hard, crunch etc. Ask children why the Gingerbread man sat on the fox's back and didn't go into the river. What do the children think would happen to the Gingerbread man if he went into the river. Place the Gingerbread man in some water to see what happens. Can the children observe what has happened to the Gingerbread man</p>	<p>Maths</p> <p>Count to 10 using actions. Pick a gingerbread man with a number on it. Can the children place the correct number of buttons/pom poms on the Gingerbread man</p>  <p>EXT: Top marks Gingerbread man ordering</p>	<p>Phonics</p> <p>Recap sounds learnt so far. Recap sound of the week. Children to use their phonics to help label a large gingerbread man</p> 

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	<p>Read the story and encourage the children to join in with the repetitive phrases.</p> <p>Why was everyone chasing the Gingerbread man. Talk about how the Gingerbread man 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 if they would like to try and write the letter on the IWB. Praise children and support those that need more help.</p>			
<p>Session 2</p>	<p><b>PSED</b> Talking about kindness and how the Gingerbread man may have felt when everyone was chasing him. Children sit in a circle and share ideas on how we have a kind character in the story and how we can be kind to each other in</p>	<p>Number of the week. Introduce the number 4 on number blocks. Show children what the number looks like in objects and as a numeral. Can the children show four on their fingers? Can they put 4 buttons on the Gingerbread man</p>	<p>Independence. Ask all children to get their coats and show them the children that can’t get their coats on independently the over the head method! Get children to stand in a space and practice.</p>	<p>Story time- stories with rhyme, can the children identify the rhyming words</p>	<p>Nursery rhymes with props- can the children identify any words that rhyme</p>

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	<p>the nursery. Encourage the children to think about their actions towards each other. Write the kind words that the children say on a Gingerbread man cut out</p>		<p>Children that are able to, show them how to do their zip/buttons up.</p>		
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