

Weekly Overview of Learning



Year Group: Nursery Week beginning: 27.02.23

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Reminders

Please ensure that all gloves, scarves and hats are labeled to avoid them getting lost.
Book bags need to be brought into school every day please.

This half-term our topic is: Traditional tales.
The focus story this week is: Rapunzel



HFW: like, by when little when **Trigraph-** igh

	Monday	Tuesday	Wednesday	Thursday	Friday
Review	<p>Sentence Substitution</p> <p>Download the PowerPoint and view in normal mode. Ask the children to read the sentence with their partners. Now all read together. Read the substitution words. Which words from the sentence could we swap? Click and drag the new word over the substituted word and read the sentence again</p>	<p>Play Full Circle with the igh sound</p> <p>Display the interactive graphemes PowerPoint. Move 'igh' to the centre. Ask the children to choose letters to add to the beginning or the end of the word to create new words. For example: night light might fight</p>	<p>Quick Write Words</p> <p>Draw a large phoneme frame on the whiteboard. Say a word. Hold up 3 fingers, sound-talk it, pointing to a finger at a time for each phoneme. Ask the children to do the same in pairs and write on laminated phoneme frames or whiteboards.</p>	<p>Blending Skills</p> <p>Read through the Blending PowerPoint.</p>	<p>Buried Treasure</p> <p>Revisit of sounds learnt by playing the Buried Treasure PowerPoint</p>

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<p>Teach</p>	<p>Introduce the igh grapheme</p> <p>Tricky Witch has changed the sound of this grapheme.</p> <p>Download the PowerPoint to introduce the igh grapheme.</p> <p>Watch the 'Yellow I igh' video, which tells story of Rapunzel. Ask the children to do the Yellow I (point to an eye) action every time they hear an igh word. Can the class remember all of the igh words by the end of the video?</p> <p>high sigh light might night right sight fight bright</p>	<p>Read</p> <p>Read the Rapunzel PowerPoint. Read the cream sections with the children. The white sections are for an adult to read. They are not necessary for the story but add engagement.</p> <p>Read the igh words and HFWs on the final page.</p>	<p>Model Writing</p> <p>Download the flashcards.</p> <p>Read through as a class, blending the graphemes to read each word.</p> <p>Select one igh word, sound-talk as a class and model writing the word.</p>	<p>Reading</p> <p>Read a section of the Rapunzel eBook pointing out the igh words. Focus on blending the igh grapheme with other graphemes to read.</p>	<p>HFW Art</p> <p>like when little what</p> <p>1. Download the HFW PowerPoint. Read each word, highlighting the graphemes and the sounds that they make. Explain that Tricky Witch changes the a into an o sound in what and that the h makes no sound.</p> <p>Tricky Witch changes the le at the end of little to an ul sound. The word like has an i-e that makes the long I sound. The word when has a silent h.</p>
<p>Activity</p>	<p>igh Flashcards</p> <p>Children make their own flashcards with the words:</p> <p>- high night light bright might knight fight high</p> <p>- sigh</p>	<p>igh Word Hunt</p> <p>Hide the igh flashcards for that the class created yesterday. Children search for the flashcards in small groups. They note down the words that find on</p>	<p>Choose one of two activities:</p> <p>Story Map (LA/MA)</p> <p>Create a large story map of Rapunzel using a long roll of display paper. Draw, then label. Also stick flashcards to the map to further label.</p>	<p>Model Sentence Writing</p> <p>Let down your hair.</p> <p>Children write a sentence in pairs on whiteboards.</p>	<p>HFW Art</p> <p>Create HFW flashcards for a wall display.</p>

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		<p>whiteboards or make the word out of magnetic letters.</p> <p>You may wish to hide additional igh flashcards downloaded from the website.</p>	<p>Character Actions (HA)</p> <p>Use templates to write one or more igh sentences.</p> <p>He saw the light.</p> <p>They went high.</p> <p>At night she went up.</p> <p>She went with the knight.</p>	<p>What variations of this sentence can the children think of?</p>	
<p><u>Follow-Up Activity (optional)</u></p>		<p>igh Word Wheel Game</p> <p>– make the game by using a paper fastener to clip on a card pointer</p> <p>Play in groups using the igh spinners 1 and 2. Children take turns to spin the pointer and tick the igh word that it lands on off their list. The winner is the first person to have ticked all the igh words in the list.</p>	<p>igh Word Wheel Game</p> <p>– make the game by using a paper fastener to clip on a card pointer</p> <p>Play in groups using the igh spinners 1 and 2. Children take turns to spin the pointer and tick the igh word that it lands on off their list. The winner is the first person to have ticked all the igh words in the list.</p>		<p>HFW Game – I spy</p> <p>Hide the Reception HFW flashcards and also words from the 100 HFW (found in the HFW/CEW) section. Ask the children to find them and organise them into monster groups. For example, play will be in Angry Red A's group. Some words will be in more than one. Let the children decide. Which monster has the most HFWs?</p>

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Literacy

Book: Rapunzel

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>LI. We are learning to create a shared write.</p> <p>On Monday, the children will be sharing ideas to help write some sentences. As a class, produce a shared write which includes the words 'high tower' and 'feeling'.</p> <p><u>Key Vocabulary</u> high feeling</p> <p><u>Key questions</u> How is Rapunzel feeling? Where is Rapunzel trapped? Why is she feeling ...?</p>	<p>LI. We are learning what a good piece of writing includes.</p> <p>On Tuesday, display 2 pieces of writing from Mondays shared write. Chose pieces of work which are excellent examples and include full stops, capital letters and finger spaces. As a class discuss what make the writing good and create a success criterion for their writing.</p> <p><u>Key Vocabulary</u> Full stops Capital letter Finger space Letter formation</p> <p><u>Key questions</u> What do you like about this piece of writing? What makes this good?</p>	<p>LI. We are learning to edit our writing.</p> <p>On Wednesday, display 2 pieces of writing on the white board. Remind the children of the success criteria that they created yesterday and then mark the work against the criteria. What have they done well? What could be improved?</p> <p><u>Key Vocabulary</u> Full stops Capital letter Finger space Letter formation</p> <p><u>Key questions</u> Why do we need ... in our writing?</p>	<p>LI. We are learning to do a shared read.</p> <p>On Thursday, read the short text as a class. Use the technique 'my turn, our turn, your turn' to model fluency.</p> <p><u>Key Vocabulary</u> Full stops Capital letter Finger space Letter formation</p> <p><u>Key questions</u> What do you like about this piece of writing? What makes this good?</p>	<p>Its World Book Day!</p> <p>Friday is World Book Day so the children are going to be voting to choose their favorite story that we have read so far this term. This will then be shared with the class.</p> <p><u>Key Vocabulary:</u> Tally Vote</p> <p><u>Key questions</u> Which story is your favorite and why? Which story has the most votes?</p>

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Theme: Combining amounts

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>L1. We are learning to combine 2 amounts using dominos.</p>	<p>L1. We are learning to combine 2 amounts looking at different arrangements.</p>	<p>L1. We are learning to recognise and combine groups.</p>	<p>L1 We are learning to do a shared read.</p>	<p>L1 We are learning to make a total using a pair of numbers.</p>
<p>Spread a set of dominos face down, Ask the children to pick a domino and tell their partner how many spots there are on each side. Can their partner tell them how many spots are on the domino altogether?</p>	<p>Get the children into groups. Each group will be given a number that they have to make using the spots on the dominos. How many different combinations can they find?</p>	<p>Provide a small world scene which provides opportunities for combining 2 groups. What can you see in the picture? How many... are there? I spy a group of 3 and a group of 2. What am I looking at?</p>	<p>Provide coat hanger and a basket of pegs. Ask the children to put the pegs onto the hanger and to explore how their numbers can be partitioned in different ways and recombined to see how many altogether.</p>	<p>Provide children with dot plates or cards from 0 to 5. Ask the children to arrange the 6 plates so that they have a pair which total 4, 5 and 6. Is there more than one way to solve the problem?</p>
<p><u>Key Vocabulary</u> Total Pair Altogether Add</p>	<p><u>Key Vocabulary</u> Total Pair Altogether Add</p>	<p><u>Key Vocabulary</u> Total Pair Altogether Add</p>	<p><u>Key Vocabulary</u> Total Pair Altogether Add</p>	<p><u>Key Vocabulary</u> Total Pair Altogether Add</p>
<p><u>Key questions</u> How many spots are on each side? How many spots are on the domino altogether?</p>	<p><u>Key questions</u> How many spots are on each side? How many spots are on the domino altogether?</p>	<p><u>Key questions</u> How many ... are there? Which group has...? How many fish and ... are there altogether?</p>	<p><u>Key questions</u> How many pegs are there altogether? How many pegs are in this group?</p>	<p><u>Key questions</u> How many spots are on the plate? Which plate has more spots?</p>

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<p>What is the total amount of spots?</p>	<p>What 2 groups have you added together?</p>		<p>How many ways can we partition the total pegs?</p>	<p>How many more spots do you need? Is there another way to make ...?</p>
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<p style="text-align: center;">Music</p> 	<p style="text-align: center;">Personal, Social and Emotional development</p> 	<p style="text-align: center;">Physical Development</p> 
<ul style="list-style-type: none"> • LI. • Learn how to replace action words with instrumental sounds. • Learn how to make up new lyrics about our instruments. • Play a rhythmic accompaniment on classroom percussion instruments to <i>Shake my sillies out</i>. <p>Task</p> <ul style="list-style-type: none"> • Sing the song and encourage accuracy with the actions ('shake', 'clap', 'jump', 'yawn'), performing them exactly on the words. This may need some dedicated practice. 	<p>Healthy me Piece 2 - We like to move it, move it!</p> <p>Learning Intentions: I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>Lesson: Use the Calm Me script to help the children learn how to enjoy a Calm Me time. Warm up with a whole class game by playing the Bean game: baked beans - children pretend to sun bathe runner beans - run</p>	<p style="text-align: center;">LI.</p> <p style="text-align: center;">Social: To work with others and take turns. Emotional: To independently try new skills. Thinking: To listen to and follow the instructions given.</p> <p style="text-align: center;">Success criteria:</p> <ul style="list-style-type: none"> •Keep your eyes on the ball. •Move your feet to the ball. •Use wide fingers to grip the ball. <p>Lesson: Warm Up and Introduction</p> <p>Bumblebees:</p>

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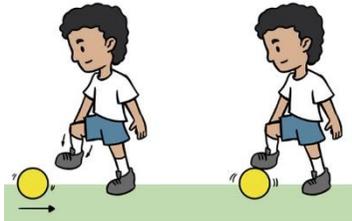
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<p><i>Play, play, play an instrument... and make lots of music today.</i></p> <ul style="list-style-type: none"> Put containers of untuned percussion in the middle of the circle. For this activity, the suggestion is to limit choice to things you tap, shake, or scrape so that all children play as much as possible in the short time available, but you could use a wider variety of sounds, and you can include home-made/recycled sound makers if you like. There should be enough for one instrument per child. Play the <i>Shake my sillies out</i> performance track again and encourage children to play their instrument to match the action words ('shake', 'clap', 'jump', 'yawn'). Remind children to play short sounds for all the verses except 'yawn'. When they hear the track slow down, they should try and make long sounds on their instruments to match the long, slow 'yawn' 	<p>jelly beans - shake jumping beans - jump broad beans - broad shapes chilli beans - shiver string beans - hold hands with other children beans on toast - all children run to teacher and curl up in ball whilst teacher pretends to be the fork and 'gobble' them up. Get quicker to increase their heart rates. Ask questions about how they are feeling:</p> <p>Questions: Feel your hearts: what is happening? How does your breath feel? What does your skin feel like? Why is it important to exercise?</p> <p>Recap some of the sports and exercises they thought of in the previous Piece. Split class into groups of 3/4 and give them a sport they have to act out. Children then demonstrate to rest of the class, and the children try to guess which sport it is; they need to use their whole bodies.</p> <p>Key Vocabulary: fast heartbeat, healthy, exercise</p> <p>Key Questions: Feel your hearts: what is happening? How does your breath feel?</p>	<p>Skill Development</p> <p>Rolling pollen:</p> <p>Tell the children that bees collect pollen to give to their baby bees to make them grow. Give each child their own ball. Children to imagine this is the pollen that they have collected.</p> <ul style="list-style-type: none"> Can they push the pollen along the floor from hand to hand? Use wide fingers. Make this harder by rolling a smaller ball e.g. a tennis ball. Can they roll it out in front of them and then stop it with their hands? Use wide fingers to stop the ball. Move your feet to be in line with the ball. Make this harder by stopping the ball with one hand. Can they roll it out in front of them, run past their ball and stop it by gently placing their foot on top? Move your whole body in front of the ball. 
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<p>Next, use the backing track to create an instrumental accompaniment played on the different percussion instruments. Sing the first verse with these words:</p> <p>'I've got to play, play, play my instrument.</p> <p>Play, play my instrument.</p> <p>Play, play, play, your instrument... and make lots of music today'.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none">action words, instrumental sounds.Learnt how to make up new lyrics about our instruments.rhythmic accompaniment, percussion instruments	<p>What does your skin feel like? Why is it important to exercise?</p>	 <p>Queen bee says:</p> <p>Tell the children that bees live together in a hive. The queen bee is in charge of the hive. Create an area about 3m by 3m out of cones. Tell the children that this is the hive.</p> <p>All children pretend to be busy bees as they push their ball around the teaching area. When the teacher (queen bee) calls 'queen bee says...', and names a body part, the children must quickly stop their ball and place that body part on it. When the queen bee says 'bees back to the hive', children must stop their ball and carry it back to the hive. Praise the children who are</p>
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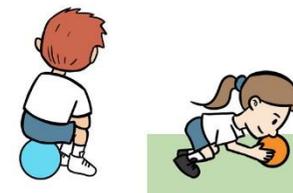
Key Questions:

Which action words will you choose to replace the instrumental sounds?

Can you play your instrument rhythmically to *Shake my sillies out*

able to do this quickly. Play sometimes without saying 'queen bee says' for extra fun.

Try not to push your ball too far away. Use wide fingers to push the ball. Make this harder by asking the children to roll their ball as they travel backwards or sideways or by adding in the instruction 'queen bee says change', for children to change balls with someone else.



Busy bees:

Children work with a partner with one ball and two cones. Place the cones three big steps apart and have one child stand at each.

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		<p>Children practise rolling the ball to each other and stopping it with their hands. Watch the ball as it comes towards you and bend down to stop it with two hands. Make this harder by asking the children to stop the ball with their foot.</p>  <p>Using the same set up as before. One child (busy bee) rolls the ball to their partner (queen bee) who stops it with their hands. Queen bee rolls the ball as far away as they can and then runs around the two cones continuously. Busy bee runs after the ball and brings it back to their cone. When they return queen bee stops running. Rotate roles every turn. Watch your ball and get ready to chase after it.</p>
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		<p>Make this harder by asking queen bee to count how many times they run to the cone before busy bee returns.</p> <p>Key Vocabulary: watch, wide grip, roll,</p> <p>Key Questions: What do you have to do to stop the ball quickly? Was it easier to stop the ball with your hands or your feet? Why is it important to take turns?</p>
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<p style="text-align: center;">Religious Education</p> 	<p style="text-align: center;">Computing</p> 	<p style="text-align: center;">Art and DT</p> 
<p>Spring 2 - Foundation 1 - Easter - Lesson 2: Spring into Life</p> <p>LI.</p> <p>Lesson: Interest Me Show the children the pictures of adult animals. Can they match the adult animal to the correct baby? Include owls Help Me Learn Read the suggested story or one with the similar theme of baby animals that arrive in Spring. After reading the story, focus on the idea that Spring is a season that is all about new life and growth. Question: What are the different signs of Spring? Let's Think Show the children a picture of a butterfly/frog and the different stages in the life cycle in the wrong order. As a class, can you work out the life-cycle of each animal? Then role-play being one of the animals e.g. a frog: start off tucked up in a ball, slowly stretch out and act out being a tadpole, etc</p>	<p>LI.</p> <p>We are learning to talk about our bodies including the similarities and differences in relation to each other, the effect of emotions, physical activity and their surroundings. Children are inquisitive about how their bodies work.</p> <p>Lesson:</p> <p>In this activity children find out about the human body from a range of sources, such as observation of their own bodies, looking at books, watching film clips, listening to stories, singing songs about bodies and role play.</p>	<p>Design and technology</p> <p>Lesson 3-Choosing resources</p> <p>LI. We are learning how to plan and select the correct resources needed to make a model</p> <p>Lesson:</p> <p>After exploring and practising with various materials and tools in the junk modelling area, pupils decide and discuss which resources they would like to use and generate ideas to develop a class-based junk model.</p> <p>Key Vocabulary:</p> <p>Material, boxes, decide</p> <p>Key Questions:</p> <p>What are we making? What type of box do we need? Why do we need a flat box...?</p> <p>Art</p>

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<p>Key Vocabulary: Spring, new life, growth</p> <p>Key Questions: What are the different signs of Spring? Can you work out the life-cycle of each animal?</p>	<p>Concepts and Approaches:</p> <table border="1"> <tr> <td data-bbox="768 395 884 568">  <p>Logic</p> </td> <td data-bbox="884 395 1137 568"> <p>As children are given names of parts of the body, they start to build up a picture of what a body is and further refine their understanding based on new information they find. This is logical reasoning, the cycle of prediction and explaining. This links to the characteristic of 'Creating and thinking critically - Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.'</p> </td> <td data-bbox="1137 395 1361 568"> <ul style="list-style-type: none"> What are your eyes for? Where will I draw the eyes on this picture? Why? </td> </tr> <tr> <td data-bbox="768 568 884 699">  <p>Pattern</p> </td> <td data-bbox="884 568 1137 699"> <p>To increase their understanding of bodies we encourage children to think about what is the same or different about bodies they are learning about. Recognising similarities and differences is a key element of pattern.</p> </td> <td data-bbox="1137 568 1361 699"> <ul style="list-style-type: none"> Show me the eyes of these dolls? Are those eyes the same? What is different? How many eyes do we have? Where are they on our body? Is that the same for everyone? </td> </tr> <tr> <td data-bbox="768 699 884 861">  <p>Abstraction</p> </td> <td data-bbox="884 699 1137 861"> <p>Encouraging children to think what makes a body, a body. The skill of being able to ignore what is not important, and being able to focus on what is important, is abstraction. Thinking about what something is as we learn about new things supports the Literacy guidance about 'learning new vocabulary'.</p> </td> <td data-bbox="1137 699 1361 861"> <ul style="list-style-type: none"> Is the eye colour important? What is important? Is starting to say what is/is not important. Starting to make general statements e.g. all eyes are round. </td> </tr> </table> <p>Key Questions:</p> <p>What job do your ears have? How do we see? How do we feel? Are your eyes the same as your friends?</p>	 <p>Logic</p>	<p>As children are given names of parts of the body, they start to build up a picture of what a body is and further refine their understanding based on new information they find. This is logical reasoning, the cycle of prediction and explaining. This links to the characteristic of 'Creating and thinking critically - Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.'</p>	<ul style="list-style-type: none"> What are your eyes for? Where will I draw the eyes on this picture? Why? 	 <p>Pattern</p>	<p>To increase their understanding of bodies we encourage children to think about what is the same or different about bodies they are learning about. Recognising similarities and differences is a key element of pattern.</p>	<ul style="list-style-type: none"> Show me the eyes of these dolls? Are those eyes the same? What is different? How many eyes do we have? Where are they on our body? Is that the same for everyone? 	 <p>Abstraction</p>	<p>Encouraging children to think what makes a body, a body. The skill of being able to ignore what is not important, and being able to focus on what is important, is abstraction. Thinking about what something is as we learn about new things supports the Literacy guidance about 'learning new vocabulary'.</p>	<ul style="list-style-type: none"> Is the eye colour important? What is important? Is starting to say what is/is not important. Starting to make general statements e.g. all eyes are round. 	<p>To generate inspiration and conversation about sculpture art and artists.</p> <p>To create a design for a 3D animal sculpture. 1. Have a look at the animal sculpture images on the <i>Presentation: Animal sculpture</i>.</p> <p>Presentation: Animal sculpture</p> <p>Display on your interactive whiteboard.</p> <p>Ask the pupils how the artist would have shaped the animals and created their features using shapes.</p> <p>2. Tell the children that they are going to make their own animal sculptures. Ask them to think carefully about which animal they might like to create. Look together at the animals on the final slide and name them. As a group, talk about which parts of these animals may be more difficult to create and how they could overcome this.</p> <p>3. Put the pupils into pairs and ask them to discuss with their partner which animal they would like to create (one from the slide or their own choice). Can they think of which parts of their chosen animal may be difficult to make using clay and why?</p> <p>4. In small groups, ask the pupils to individually draw the design for their sculpture on their piece of paper,</p>
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		<p>thinking carefully about what they would like the finished sculpture to look like. Encourage the pupils to refer to the small world animals and pictures you have provided to help them with their design.</p> <p>5. Keep the designs somewhere safe, as pupils will be working from them next lesson.</p>
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<p>Communication and Language</p>	<p>Understanding the world</p> 
<p>L1. We are learning to listen carefully and talk about What we are doing.</p> <p>Lesson:</p> <ul style="list-style-type: none"> Adults model their thinking and to discuss hypotheses aloud and discuss these in their conversations with children. 	<p>L1. We are learning to recognise that some environments are different from Hounslow.</p> <p>Activity</p> <p>Look at the pictures of India in from the Rapunzel story-</p>

Weekly Overview of Learning



Year Group: Nursery Week beginning: 27.02.23

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

<ul style="list-style-type: none">• When making clay models, painting daffodils, looking at plants in the garden. <p>Key Vocabulary: Listen, eyes, ears, quiet, look at the person speaking, wait for your turn to speak, put your hand up in carpet times</p> <p>Key Questions: I think the pollen is sticky so that the bees can pick it up easily. What do you think? I'm going to smooth the clay with a damp finger.. I don't think I should get the clay too wet. What do you think?</p>	<p>Create a map showing The key features from the Rapunzel's environment.</p> <p>Key Vocabulary: Stream, forest, grass. No roads.</p> <p>Key Questions: How is this environment different? What can Rapunzel see out of her window? What can I see from my window?</p>
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