

**Year group: Nursery**

**Term: Spring 2**

**Project title: Record Breakers**

**Project and Exhibition: Picnic and Paper Aeroplane Competition**

### Project synopsis:

The children will be focussing on a power of reading text that looks at going on an adventure to find a fruit bat. The children will learn about how to prepare for journeys and have amazing adventures to experience new things.

### Communicating learning:

The children will hold a topic themed engagement day (picnic and Paper Aeroplane competition) that parents will be invited to.

Learning will be evidenced in floor books, observations on 2 Simple and working walls.

### Project outcomes:

The book is a touching and memorable read and children will enjoy sharing the book and talking about the story together, exploring the different environments and challenges when looking for the elusive fruit bat.

### Curriculum opportunities: (30-50 months) & (40-60 months)

#### Personal, Social and Emotional Development

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Using boats, jungles, caves, islands, picnics and small world.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Aware of the boundaries set, and of behavioural expectations in the setting.

#### Communication and Language (30-50 months). Using topic books, stories, role play and small world.

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Beginning to understand 'why' and 'how' questions.
- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them and/or relevant to this topic.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'

- Maintains attention, concentrates and sits quietly during appropriate activity. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Uses language to imagine and recreate roles and experiences in play situations. • Introduces a storyline or narrative into their play.

#### Physical Development (30-50 months)

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (dog agility)
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Can copy some letters, e.g. letters from their name.
- Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely.

- Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters.

#### Reading

Share, read independently a range of fiction and non-fiction texts linked to the topic, showing the Early Years reading behaviours (understanding print). • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books.

#### Writing.

- Gives meaning to marks they make as they draw, write and paint. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions.

#### Maths: (30-50 months)

- Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment.
- Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group.

• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Making boats and other modes of transport.

- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

#### Understanding the World

Encourage children to talk about their own experiences with journeys, travel and other countries. Where have you travelled to? How did you get there? What did you need to take with you? What did you eat? How can you describe your experiences to your friends?

### Engagement Activity:

Maps, travel and transport. Adventures in different countries, different environments and cultures. Exploring different fruits.

### Key Vocab:

Adventure, explore, travel, countries, environments, island, sea, ocean, boat, sailing boat, provisions, packing, luggage, equipment, fruit bat, diet, habitat, flying, aeroplane, flight, imagination, creativity.

### How you can help:

Talk about travel, jungles, islands, holidays, different countries. Visit the local library to research bats, boats and travel. Try different fruits, especially exotic fruits by using touch, sight, smell and taste. Make fruit kebabs. Have a picnic.