



# Weekly Overview of Learning

**Year Group: Nursery**    **Week beginning: 23.9.24**

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>We have been collecting the children's book bags in and will keep them safe until we have our books later in the term.</p> <p>The doors open between 8.30 am and 8.45 am every morning, please make sure that your child is in by then if they are in the morning otherwise the gates will be locked and you will need to sign them in through the office.</p>

Personal and social	Communication and language	Physical development
<p>We will be playing alongside the children and supporting them in playing and interacting with the other children.</p> 	<p>The children will be answering the register confidently and saying 'here I am' when their name is called.</p> <p>We will be encouraging them to talk to us about where they want to play in the Nursery I want to go to the garden, I want to play with the spiderman.</p> 	<p><b>Gross motor skills</b></p> <p>We will be encouraging the children to use the chalk on the wall mounted chalk boards to develop their gross motor.</p> <p><b>Fine motor skills</b></p> <p>Children will be using scissors to make their own stars for the rhyme <i>twinkle twinkle little star</i>.</p>

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	<p>We will be looking at a book of Nursery Rhymes. The children will sing some familiar nursery rhymes and be taught a new one.</p>	
	<p><b>This week's vocabulary:</b> rhyme, hear, listen, wait, more than, fewer than, same, nursery, garden, sand pit,</p>	
<p><b>Literacy</b></p>	<p><b>Maths</b></p>	<p><b>Topic/UTW/EADD</b></p>
<p>Independent mark making and beginning to mark make for a purpose.</p>	<p><u>More than, fewer than and same.</u></p>	
<p><b>Monster phonics.</b></p> <p>Aspect 1 - Environmental sounds.</p> <p>Children to go on a sound walk inside and outside and notice what they see. Use the record sheet to draw what they can hear.</p>	<p>We will be encouraging the children to collect small amounts of objects and compare them with their peers. encourage the children to use the language of more than, fewer than and same.</p> 	<p>We will be looking at pictures of the Nursery learning environment with the children and encourage them to talk about activities or areas that they like to visit and activities that they like to do.</p>  <p>We will be talking about the different languages that we speak in the Nursery to celebrate European languages day.</p>

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	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	<p>Show the children the new book. Nursery rhymes. Talk about what nursery rhymes they know. Have a bag of props and bring out a picture/object. Ask the children if they know a song/nursery rhyme with it in.</p> <p>Choose 3 that the children like (2 familiar and one new) that can be practiced throughout the week.</p>	<p>Monster phonics - Sound walk. Recap on the activity last week by using the pictures and ask the children if they can make the sounds themselves. Invite children up to make a sound for their peers which is shown on a card by the T.</p> <p>Tell the children that we are going to go on a sound walk in small groups. Show them the black cat headband and the record sheet. What can they hear? Children to listen quietly to what they</p>	<p>Maths - more than, fewer than and same.</p> <p>Read the story More, Fewer, less by Tana Haban, explain what the words mean. Tell the children that you are going to make your own collections and talk about them.</p> <p>Have a collection of objects in class, ask 2 children to come and pick a handful, put them on different pieces of paper.</p> <p>Which has more? Which has fewer? Do they look the same? Which is the largest/smallest collection?</p>	<p><b>European day of languages.</b></p> <p>Show the children a clip of people speaking different languages.</p> <p><a href="https://www.youtube.com/watch?v=Y7UTjrS3-1s">https://www.youtube.com/watch?v=Y7UTjrS3-1s</a></p> <p>Are there any languages that the children recognise?</p> <p>What language do the children speak at home? Count all the languages spoken and look at a map and pin point them to show children that we have languages from all over the world.</p>	<p>Cornerstones - UTW</p> <p>Look at pictures of the Nursery learning environment with the children and encourage them to talk about activities or areas that they like to visit and activities that they like to do.</p> <p>Prompts, questions and challenge</p> <ul style="list-style-type: none"> <li>• Which activities do you like best at Nursery?</li> <li>• Who do you like to play with?</li> </ul>

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		<p>can hear in the classroom/outside, T to record and encourage the children to mark make too.</p> <p>In small groups take the children on a sound hunt.</p> <p>Children wear the black cat headbands and to use the record sheets.</p>		<p>What words do the children know in their own language? Share with the class.</p>	<ul style="list-style-type: none"> <li>● Is there anything you don't like to do?</li> <li>● Encourage the children to talk about resources they like to play with at home and at Nursery.</li> </ul>
Session 2	<p>Weekend news. We will be asking to talk about things that they have done at home.</p> <p>At the weekend I ... we will be encouraging them to use these starter stems.</p>	<p>We will be singing number songs and rhymes and using props of the numbers so show the children visual representations.</p>	<p>Practice singing the new nursery rhyme so that the children become familiar and sing through some other songs of the children's choice.</p>	<p>Recap on more than, fewer than and same.</p> <p>Step 2 - Have a large and small collection of toys, support the children to discuss that there are lots of toys in one pile and not many in another pile.</p> <p>Move some toys from the large collection tri</p>	<p>Sing through all the nursery rhymes that we have been learning throughout the week. Focus on the new one so that children are familiar and able to sing less supported.</p>

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				<p>to the small so that that one group has more objects. What has happened? Which collection now has more?</p> <p>Emphasis the vocabulary to be shared with the children.</p>	
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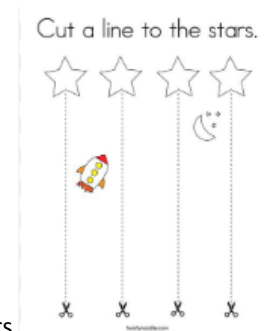
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pasta on star rather than beads.



scissor skill stars



Tuff trays with things that the children are interested in e.g. dinosaurs, Peppa Pig, flour play.

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shop role play to incorporate the maths vocab of more and fewer.

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## Ideas to support the Maths unit.

### Step 1

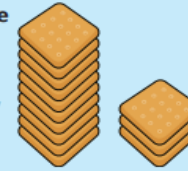
In this small step, children will **collect objects to compare amounts**. Begin with an empty box or basket and ask, "What could I put in my ...?" Model making a collection of teddies. Talk about the objects as you put them into the box.



Then, make another collection of different objects. Explain to children that it is still your collection, but now it's a collection of different things.

### Step 2

In this small step, children will **make simple comparisons of amounts**. Model having a large collection of a snack, such as crackers. As a group, eat some of the crackers. Show children that there are fewer crackers now.



Also model increasing the amount in a collection. Make another collection of different objects, such as cars in a car park, but start with only a small amount. Then show more cars arriving so there are lots.

### Continuous provision

Enact stories in provision that discuss making collections. For example, after reading the book *Harry and the Bucketful of Dinosaurs* by Ian Whybrow, children could fill their own buckets with dinosaurs. Or after reading *Little Red Riding Hood* they could pack picnic baskets for Grandma.

Provide children with a range of empty containers such as baskets, handbags and fancy boxes. Prompt them to talk about whether they have made a large or small collection. Encourage children to compare their collections. Do they look the same?  
Support children to talk about their collections to get to know their interests and fascinations.