



## Moorside Community Primary Academy - Theme Overview

Year: Nursery Term: Spring 1 Theme: 5 senses



### Key Learning

1	Exploring the 5 senses	This is our topic and children will explore the 5 different senses in a variety of activities.
2	Sharing games and friendship building interventions	Children will take part in weekly friendship building interventions and turn taking to increase their social skills.
3	Counting object using the cardinal principle	Children will have the opportunity of counting by pointing at different objects.
4	Developing fine motor skills	Children will have weekly interventions such as dough disco and practice writing letters in the air.
5	Pencil grip	Children will be encouraged to have the dynamic tripod grip.
6	Representing different ways of showing numbers	Children will explore different ways of showing amounts. This will be presented through tallies and objects so children gain an understanding of the different ways numbers can be presented.
7	Mark making	Children will have different mark making opportunities. Those who are ready to write will have a go at writing letters and numbers. Those children who need more practice will be encouraged to mark make pre-writing shapes.

### Key People/Places/Facts

1	Exploring the sense smell.	How do we smell? Can we name some of our favourite smells and our least favourite smells?
2	Exploring the sense touch	Explore how we use the sense touch to explore the world around us. Explore different textures of materials and see if we can describe them.
3	Explore the sense taste	Explore what we can taste. What foods do we like? Are they cold? Spicy?
4	Explore the sense sight	Discuss the importance of the sense sight. Talk about what we can see, describe what you can see.
5	Explore the sense hearing	What sounds can we hear? Loud noises? Quiet noises?
6	Exploring all 5 senses together	How can we combine our different senses to explore the world around us?
7		
8		
9		
10		

### Big Questions

- |   |  |  |
|---|--|--|
| 1 | How do we know what we like to eat and what we don't like? |  |
|---|--|--|

### Vocabulary

Pitch	Spicy
Taste	Sweet
Explore	Slimy
Iris	Squishy
Pupil	
Taste buds	
Ear drums	

8			2	What can we do if we feel upset or someone else feels upset?		Higher		
9			3	What could help me if I couldn't see? What could I do if I couldn't hear?		Lower		
10			4	How do we stay warm inside? How do we stay warm outside?				
11			5	How can we be kind to each other?				

### Communication and Language

During this term the Nursery children will be working on their interactions with other children and will start developing their communication skills through conversations with each other. This will be in order for children to be able to develop meaningful friendships and be able to communicate their feelings.

- Children will have whole class and key worker circle time where they will have the opportunity to discuss their interests, likes and their own personal life. Other children will be encouraged to ask questions to other children to help develop the children being inquisitive and see the benefits of

### Physical Development

#### Fine motor skills-

- Children will have the opportunity of taking part in dough disco where they will be able to pinch, roll, twist and flatten the dough along with music all to encourage improving children's fine motor skills.
- Threading different materials and designing their own necklaces using small holed objects such as beads and pasta to help encourage developing fine motor skills.
- 'Writing letters and numbers in the air' this will be done in key worker or focused activities. Children will write letters in the air when learning new letters in phase 2 phonics.
- Letter formation including anti-clockwise movements and retracing strategies.

#### Gross motor skills

- Assault courses with ramps and balance beams outdoors for children's own
- Yoga for children's balancing and stretching skills.
- Throwing bean bags and balls through hoops or at targets to develop the

Weekly Themes: Smell, Taste, See, Touch, Hear, All 5 senses together

### Understand the World

Learning about the 5 senses and exploring the ways we use our senses.

- Smell-> Have activities set up in provision to help children explore the sense smell such as scented play dough, scratch and smell sheets.
- Taste-> Taste a variety of foods and discuss the different tastes and what they like and why.
- See-> Go on nature walks and discuss what they can see, discuss the colour, shape, size of the things that they can see. This will be applied in provision too.
- Touch-> Explore the feel of different materials that will be put in provision and focused activities such as feeling and being encouraged to describe what they can feel in the feely tubs.
- Hear-> Explore the different environmental sounds that they may hear in their day to day life, recognise pitch and being able to hear rhyme in shared reads.

### Personal, Social and Emotional Development

- Stories and games which will be based upon children sharing, saying please and thank you and being kind.
- Be encouraged to resolve conflicts with each other. Teacher will act as facilitator but try and get the child to think of solutions. Staff member can say 'How do you think \_\_\_\_ feels? What can we do to make this better or fair?'
- Children will be encouraged to tell us their likes and dislikes during our 5 senses weekly topic. E.g What do they like to eat? What don't they like?
- Recognising emotions and what we can do when we feel them. This will be done through focused activities and key worker time.

nurture groups for self-esteem, friendship skills etc. continue.

### Expressive Arts and Creativity

- Children will be encouraged to draw visual representations of food they like, what they can see, what they can smell and what they can touch.
- Children will have access to different materials and tools to create their own pictures independently. Children will be encouraged to hold the correct scissor grip through focused activities where children will be able to cut up different materials.
- Our role play is now café children will be encouraged to utilise the role play area and act out their real life experiences when they may have visited a café.
- Children will have the opportunity of using musical instruments to explore pitch and will discuss how different instruments make different sounds

## Literacy

### Reading/Phonics

- Some children will have begun phase 2 phonics which begins to introduce letters and their sounds. Children have previously had experience with letters using jolly phonics but now we will be teaching phase 2 phonics following the school's phonics scheme.
- With phase 2 phonics children will be encouraged to 'blend' and 'segment' words they will also have the opportunity of writing letters and recognising letters.
- Children will have a shared read every day and we will discuss the different parts of a book. Such as the title, the blurb and the way in which the writing goes. Rhyming books will be read and pointed out to children to see if they can recognise rhyme to increase the children's phonological awareness.
- Children will start to copy words when discussing things like what they enjoy 'taste' or 'smell'. This will be modelled by an adult then children will have the opportunity of copying these letters in order to form a word.

### Writing

- Children will be encouraged to copy words. This will be modelled by an adult the child will copy letter by letter. This will be for children to encourage letter formation and also letter recognition when asking if the child recognises the letter they are writing. The writing will be based upon our topic of the 5 senses so children may write what their favourite food is for example.
- Our emergent writers will have the opportunity of writing through practice of pre-writing shapes. This will be done in a variety of ways such as in shaving foam or in glitter.
- Children will be encouraged to write their own name. This will be done in a plentiful of activities such as writing with chalk, finger painting and with different sized paint brushes.
- Children will be encouraged to mark make in provision and in focused activities, when children use the easel they will be encouraged to try and make meaning to their paintings

For children who are exceeding in their writing they will have the opportunity of writing words.

Phonics will include a large amount of mark making, giving the chance for children to begin to recognise letters and words, as well as ascribing meaning to their own mark making. Phonics will also focus on the correct formation of letters through the use of whiteboards, shaving foam, water and brushes outside etc.

Phonics interventions

Readers

## Mathematics

### Number

- Children will continue to be encouraged to count to 5 and some children will be able to count to 10. We will have activities where children will be able to count how many objects there are using their finger and telling us how many is left.
- Children will be introduced to representing different numbers in different ways for example placing together a numeral to a tally. This will be done with games inside and outside where children will be encouraged to use a tally to count their score.
- With our topic the 5 senses we will encourage children to count and explore number using their different senses. For example, with touch we will have children physically touch the things that they are counting and also sight to see how many things the children can see.

For children who are exceeding in counting they will have opportunities to enhance their learning through numbers past ten in provision.

### Shape, Space and Measure

- Children will continue to learn about 2D shapes and will be introduced to some 3D shapes. There will be focused activities, whole class input and in key worker time we will explore 2D shapes and 3D shapes. We will talk about the differences in the shapes and reinforce 2D shapes being 'flat' and 3D shapes being 'fat'.
- We will continue with reinforcing prepositions such as 'in front' and 'behind' This will be done through activities such as bee bots where the
- children will be able to direct the bee bot and see where it ends up.
- We will create our own ABABA patterns in forest school using natural materials and we will also have set activities where children are able to create their own patterns.

For children exceeding with their shape understanding we will start introducing properties of 3D shapes.