

# Nursery Summer 1 Learning Challenge

## What will you find at the bottom of the garden?

Week 1 – I can explore and talk about different forces (push and pull)



Week 2 – I can use my senses to explore natural materials (seeds, bulbs, soil)



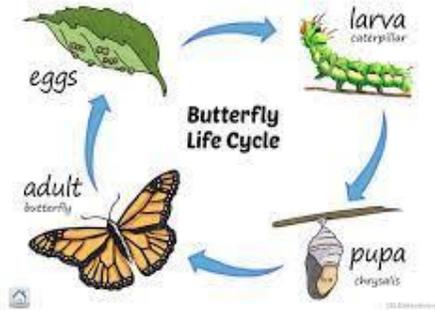
Week 3 – I can plant a seed.



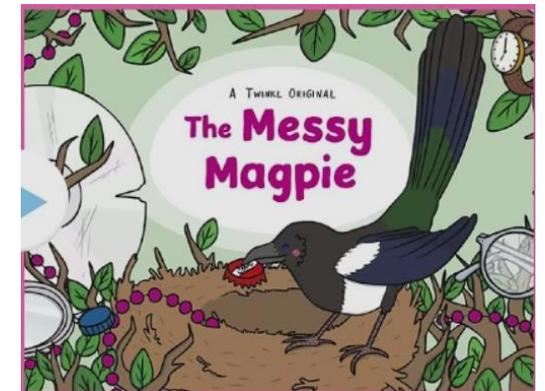
Week 4 – I can name minibeasts we might see on our school grounds



Week 5 – I can observe the lifecycle of a butterfly and talk about changes



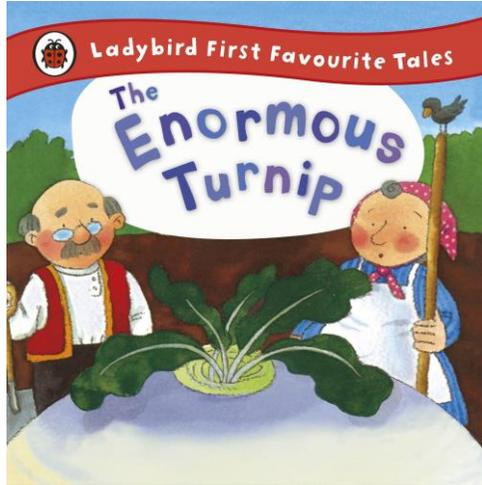
Week 6 – I can understand how to care for our natural environment.



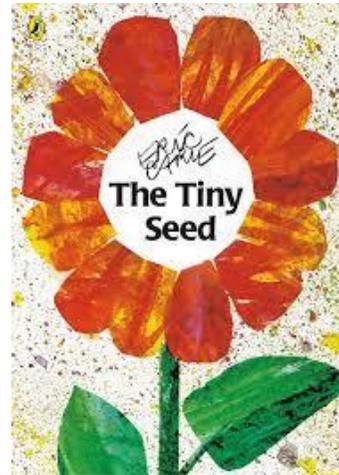
# Learning Challenge – Weekly Texts

What would you find at the bottom of the garden?

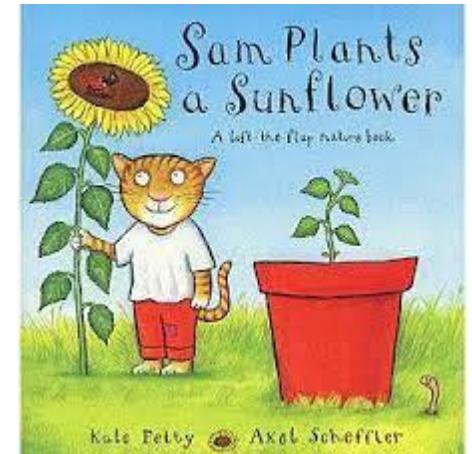
Week 1



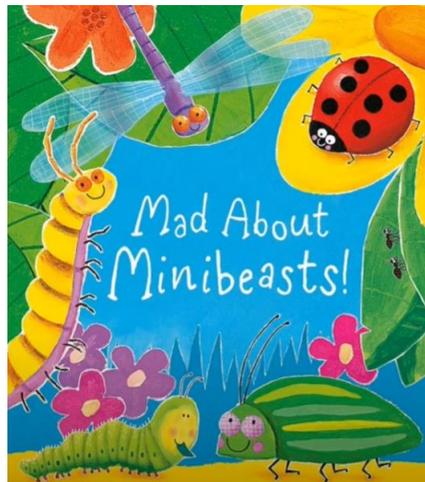
Week 2



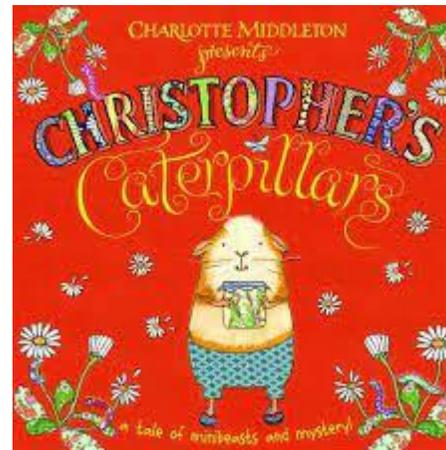
Week 3



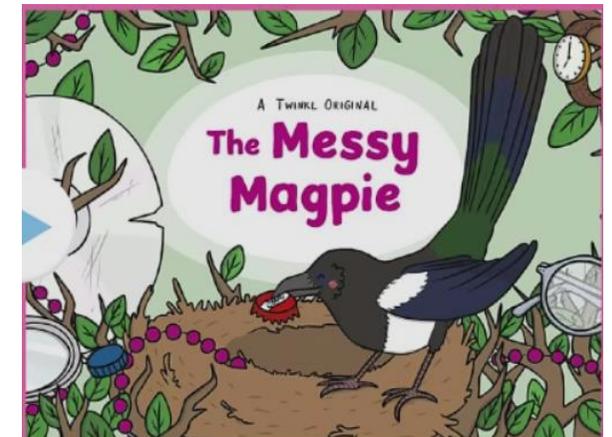
Week 4



Week 5



Week 6



## Understanding the World

### **0-3 Years**

- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.

### **3-4 Years**

- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Talk about the differences between materials and changes they notice.
- Explore how things work.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Plant seeds and care for growing plants.

## Being Imaginative

### **0-3 Years**

- Move and dance to music
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make
- Enjoy and take part in action songs, such as “Twinkle, Twinkle Little Star”
- Explore different materials, using all their sense to investigate them. Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials
- Make simple models which express their ideas

### **3-4 Years**

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Remember and sing entire songs
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.

## Communication and Language

### **0-3 Years**

- Listen to other people’s talk with interest
- Make themselves understood
- Start to say how they are feeling, using words as well as actions
- Start to develop conversation, often jumping from topic to topic
- Develop pretend play: “putting the baby to sleep” or “driving the car to the shops”
- Use the speech sounds p, b, m, w
- Pronounce: l/r/w/y, f/th, s/ch/ch/dz/j
- Use multi-syllabic words such as “banana” and “computer”
- Listen to simple stories and understand what is happening with the help of pictures
- Identify familiar objects and properties for practitioners when they are described
- Understand and act on longer sentences like “make teddy jump” or “find your coat”
- Understand simple questions about “who”, “what” and “where”

### **3-4 Years**

- Enjoy listening to longer stories and can remember much of what happens
- Pay attention to more than one thing at a time
- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand “why” questions
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as “runned” for “ran”, “swimmed” for “swam”
- Develop their pronunciation but may have problems saying some sounds (r, j, th, ch and sh) or multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and debate when they disagree with an adult or a friend using words as well as actions
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

## Key Vocabulary

- plant, flower, seed, bulb, grow, big, bigger, tall, taller, leaf, stem, petal, water, sun, rain, cold, warm, soil, dig, pot, season, minibeast, bug, ant, beetle, bee, wasp, worm, slug, snail, dragonfly, frog, tadpole, pond, fly, ladybird, caterpillar, butterfly, cocoon, change, transform, life-cycle