

Nursery Long Term Plan 2021-2022

 <p>INDEPENDENT JEWISH DAY SCHOOL AN ACADEMY Head Teacher Mrs Jodi Scheer SPQCH PQICE BA Hons</p>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>THEMES</p> <p>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</p>	<p><u>ROSH HASHANA/SUCCOT</u></p> <p>Topics to cover within theme</p> <p>Bees - honey making</p> <p>Saying sorry - Being the best that I can be</p> <p>Being Jewish</p> <p>Celebrating with family</p> <p>Colours</p> <p>Shapes (Lech Lecha)</p> <p>All About Me</p>	<p><u>CHANUKAH</u></p> <p>Topics to cover within theme</p> <p>Autumn Time - Seasons</p> <p>Guy Fawkes</p> <p>Light & Dark Shadows</p> <p>Movement - Spinning like a dreidel/moving like underwater creatures</p> <p>-Winter Time going into spring time- Seasons (Winter, hibernation arctic)</p>	<p><u>TU B'SHVAT</u></p> <p>Topics to cover within theme</p> <p>-Contin. Winter Time going into spring time- Seasons (Winter, hibernation arctic)</p> <p>-Tree Growth</p> <p>-Fruit & veg - similarities a differences; growth & decay; planting</p> <p>-Under the sea</p>	<p><u>PESACH</u></p> <p>Topics to cover within theme</p> <p>-Positional Language</p> <p>-Purim</p> <p>-Pesach &</p> <p>-Africa or Traditional Tales (last yr had science week & English week)</p>	<p><u>ISRAEL</u></p> <p>Topics to cover within theme</p> <p>-Yom Ha'atzmaut; places in Israel</p> <p>-Yom Yerushalyim</p> <p>-Counting (the Omer)-Shavuot</p> <p>- Lag B'omer - Farm animals - in English & Ivrit</p> <p>- British Values</p> <p>-Minibeasts of UK & Israel- names in Ivrit (butterflies, spiders & worms).</p>	<p><u>SHAVOUT</u></p> <p>Topics to cover within theme</p> <p>-Shavuot milky foods. Where milk is derived from...</p> <p>-Summer Times - seasons</p> <p>-Africa</p> <p>-People who help us</p>
<p>POSSIBLE TEXTS</p>	<p>-Yona & the Whale</p> <p>-Sukkot Treasure Hunt</p> <p>-Hickory Dickory Dog - (Noach)</p> <p>-Story of Noah</p> <p>-What Makes Me a Me?</p> <p>-Maisy's Birthday</p> <p>-So Much (families)</p>	<p>-Owl Babies</p> <p>-We're going on a Leaf Hunt</p> <p>-Eight Nights of Chanukah Lights (rhyming)</p> <p>-Another Chanukah book</p> <p>-Stickman</p> <p>-Bear Snores on</p>	<p>Foxes in the Snow</p> <p>Errol's Garden</p> <p>How to Find a Fruit Bat</p> <p>-Tiddler/Billy's Bucket/Commotion in the Ocean</p> <p>-Rainbow Fish</p>	<p>Book of Purim (rhyming)</p> <p>Caps for Sale (positional language)</p> <p>Windows/alternative (English week)</p> <p>Sonya's Chickens/alternative (Science week)</p> <p>Gigantic Turnip?</p> <p>Enormous Turnip?</p>	<p>Sammy spider's First Trip to Israel</p> <p>Aaaagrrrh Spider!</p> <p>The Hungry Caterpillar</p> <p>What the Ladybird Heard</p> <p>Cave Baby (Art Week)</p> <p>Yucky Worms</p> <p>Katie in London (British Values)</p>	<p>Handa's Surprise</p> <p>Anna Hibiscus</p> <p>Books on People Who Help Us</p> <p>We're Going on a bear Hunt (bravery & independence)</p> <p>The Everywhere Bear</p> <p>A Brave Bear</p>

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				<p>A New House for Mouse?</p> <p>Maybe 3 little pigs better??</p>	<p>Maths Stories (Maths week)</p>	
<p>CONTEXT/ OVERVIEW</p>	<p>We will be focusing on settling the children into their new environment and supporting them to follow the routines and behavioural expectations.</p> <p>We will explore ourselves and our families and build a sense of community as a class and within the school. We will provide children with opportunities to talk about themselves, their families, their feelings/emotions and their experiences. We will learn to be accepting of all and learn about how we are unique.</p> <p>-Learning all about Jewish festivals and how they fit into this in terms of being Jewish and celebrating with family. The children will also begin to learn words in Ivrit and be encouraged through games to build their confidence in using these words.</p>	<p>We will be supporting the children to build more secure relationships with peers and adults and to build their confidence.</p> <p>We will be learning about and linking learning to the autumn and winter seasons. We will help the children to notice detailed features of objects in their environment and changes that occur so that they can talk about some of the things they have observed such as plants and animals.</p> <p>During Chanukah - we will learn about our heritage and what the Jewish people did to survive this period in history. We will learn about the miracles that occurred with oil and conduct an experiment with oil (& water) to understand this material more. We will also look at the light/dark and how it creates shadows.</p> <p>-Looking at snow, keeping warm, hibernations and reasons for this.</p> <p>numbers 1-8 in English and Ivrit.</p>	<p>We will continue learning about the season we are in...notice/understand changes around them. They will then explore Arctic, noting the similarities and differences between where we live and where animals such as penguins live. We will be learning about their life cycle, people indigenous to the Arctic, Inuit. Investigate materials: ice, keeping warm.</p> <p>-Notice as the trees start to grow leaves and move from winter to spring. Life cycle of trees...growth of fruit, buds & leaves. Observe and talk about the growth of their own plants, Differences between fruit & vegetables, how they grow and their seeds. Having seeds make them a fruit! Children will plant, observe and talk about the growth of plants they grow under different conditions.</p> <p>-We will be learning about different underwater creatures and their environments. The second week we will be learning about our feelings, sharing</p>	<p>We will be learning about positional language and using the language to draw, and take photos of the objects in different positions. Then we will move on to learning about Purim and Pesach respectively. We will learn the stories of the history of the Jews. We will learn what, how and how the events happened to our people through listening to stories, singing the songs and acting out the stories ourselves.</p>	<p>We will be learning about Israel and some of the different cities, their landmarks and a little bit about their culture. For Yom Yerushalayim we will discover the city of Jerusalem and the market and re-enact what it is like to buy and sell products there learning the names of different fruit and vegetables in Ivrit. We will learn part of the Israeli national anthem.</p> <p>-This will lead us to British values and learning about the United Kingdom and the Royal Family. We will look at London landmarks and learn the national anthem.</p> <p>-We will be learning about some of the different types of minibeasts that live in our world, comparing and contrasting with those in our local area. The children will learn about the habitats of these animals and will go on minibeast hunts to safely capture and observe them. They will learn to create a minibeast hotel and their own wormery. They will also learn about the life cycle of</p>	<p>We will learn about the Jewish festival of Shavuot and how the Jewish people received the Torah on Mt. Sinai. We will discuss being humble as this is the reason why Mt Sinai is integral to the story.</p> <p>We will also be learning about the alternative lifestyle in Africa. Before moving on to the different important jobs of people who help us and meeting some of those people. What do they do? What would it be like if they didn't help us?</p> <p>-Then we will discuss moving to Reception and being brave and independent.</p> <p>-During this term we will also be practicing for the Gan Graduation to be performed for parents at the end of term.</p>

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			with others and including others and what it feels like to be included/excluded.		a butterfly, using a text and a butterfly kit to note the key stages of this process.	
<p>PRIME AREA</p> <p>COMMUNICATION AND LANGUAGE</p>	<p>Model talk routines through the day, for example, arriving in school: "Good morning, how are you?" "Boker Tov".</p> <p>Listen and do during activities for a short amount of time.</p> <p>-Follows directions.</p> <p>Children talking about experiences that are familiar to them through:</p> <p>News time: what they have done over the weekend. Model the talk "At the weekend I..."</p> <p>And Show & tell: chn to talk freely about something they know.</p> <p>Chn to talk about families: who is their family, what are their names, how many chn in their family, where they fall in their family.</p> <p>Talking about what I like/dislike & parts of my body.</p> <p>-songs & topic vocabulary</p>	<p>Model talk routines through the day, for example, arriving in school: "Good morning, how are you?" "Boker Tov" add please/thank you.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>-Beginning to understand 'how' & 'why' questions and answer accordingly during stories. 'Why do we celebrate 8 nights of Chanukah and not 1, or 5, or 3...?'</p> <p>Role play Story language Listening and responding to stories Following instructions Role play Understanding how to listen carefully and why listening is important Use new vocabulary throughout the day Call and response</p> <p>-songs & topic vocabulary</p> <p>-Listening & responding to</p>	<p>-Understanding how to listen carefully and why listening is important Use new vocabulary throughout the day Call and response</p> <p>-Beginning to understand & use 'how', 'why', who, when, and where questions.</p> <p>-Listen attentively and respond with relevant comments and questions</p> <p>-recalling past experiences</p> <p>-songs about trees and growth - topic vocabulary - talk about what they notice</p> <p>-work on listening & responding to ideas expressed by others</p> <p>-learning & using new words; and word endings (ing, ed & s); more complex sentences (and/because)</p> <p>-songs & topic vocabulary</p>	<p>-Understanding how to listen carefully and why listening is important Use new vocabulary throughout the day Call and response</p> <p>-Practice using prepositions and positional language in speech.</p> <p>-Acting out stories</p> <p>-songs & topic vocabulary</p> <p>-Listen attentively and respond with relevant comments and questions</p> <p>-Retell past experiences in correct order.</p> <p>-songs & topic vocabulary</p>	<p>-Understanding how to listen carefully and why listening is important Use new vocabulary throughout the day Call and response</p> <p>Retelling and sequencing stories</p> <p>-songs & topic vocabulary</p> <p>-Listen attentively and respond with relevant comments and questions</p> <p>-songs & topic vocabulary</p>	<p>-Understanding how to listen carefully and why listening is important Use new vocabulary throughout the day Call and response</p> <p>Understanding what it is to be Humble and to talk and keep track of our kind deeds.</p> <p>Preparing questions for visitors about their jobs Asking the visitors questions Commenting and responding appropriately</p> <p>-songs & topic vocabulary</p> <p>-Role play -Retelling and sequencing stories -Role play -Acting out stories</p> <p>Preparing questions for visitors about their jobs Asking the visitors questions Commenting and responding appropriately</p> <p>-songs & topic vocabulary</p>

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	-songs & topic vocabulary	games such as 'Simon Says' and 'Please Mr Crocodile'				
<p>PRIME AREA</p> <p>PHYSICAL DEVELOPMENT</p> <p>FINE MOTOR</p> <p>GROSS MOTOR</p>	<p>-climbs steps using alternate feet.</p> <p>-walks down steps holding object</p> <p>-Climbing – outdoor equipment different levels/surfaces</p> <p>Different ways of moving to be explored with children</p> <p>Changing clothes</p> <p>Help individual children to develop good personal hygiene</p> <p>Provide regular reminders about thorough hand washing and toileting.</p> <p>-Using wheeled toys</p> <p>-Handles tools, objects, construction, malleable with increasing control and intention</p> <p>Threading, cutting, weaving, playdough</p> <p>Manipulate objects</p> <p>Draw lines and circles</p> <p>Hold pencil/paintbrush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Engage children in structured activities: guide them in what to draw</p> <p>-Develop pencil grip</p>	<p>-balance on one foot</p> <p>-creates lines and circles (shoulder/elbow)</p> <p>-manipulates a range of tools- paintbrush, scissors, toothbrush, scarves, ribbons, hairbrush etc.</p> <p>-Move to colour song: jumping, twisting, skipping, hopping etc.</p> <p>-Moves in various ways to music; as fireworks; as under sea creatures</p> <p>-Move like some nocturnal animals on four legs, crawling, jumping, hopping, slithering.</p> <p>-Move in response to music, song or rhythm -</p> <p>March along like Maccabim holding & playing musical instruments; spinning fast & slow like dreidels etc.</p> <p>-Support children to put on their own coats & change their clothes.</p> <p>-Handles tools, objects, construction, malleable with increasing control and intention</p> <p>-cut along straight lines</p> <p>-draw candle shapes with</p>	<p>-to throw/catch balls, beanbags objects</p> <p>-balance on one foot</p> <p>-Moves in various ways to music; as trees</p> <p>-play racing & chasing games to develop spatial awareness.</p> <p>-move like undersea creatures slithering, crawling, rolling etc.</p> <p>-Balance on balancing beams & jump off, then throw a bean bag into a stack of tyres.</p> <p>-Handles tools, objects, construction, malleable with increasing control and intention</p> <p>-Engage children in structured activities: guide them in what to draw</p> <p>-Develop pencil grip</p>	<p>-Moves in a range of ways with confidence: slithering, shuffling, rolling, crawling, walking, running, jumping, hopping, skipping, sliding.</p> <p>-creating & using obstacle courses</p> <p>-Handles tools, objects, construction, malleable with increasing control and intention</p> <p>-Engage children in structured activities: guide them in what to draw</p> <p>-Develop pencil grip</p>	<p>-Moves in various ways as minibeasts</p> <p>-creating & using obstacle courses</p> <p>-uses simple tools to effect changes to materials</p> <p>-Handles tools, objects, construction, malleable with increasing control and intention</p> <p>-Engage children in structured activities: guide them in what to draw</p> <p>-Develop pencil grip</p>	<p>-creating & using obstacle courses</p> <p>-Acting out as firemen and moving water from one end of the playground to the other.</p> <p>Handles tools, objects, construction, malleable with increasing control and intention</p> <p>-Begin to be guided to form some recognisable letters in their name/numbers (some children)</p> <p>-Develop pencil grip</p>

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		<p>chalk</p> <p>-Engage children in structured activities: guide them in what to draw - picture of their face and family</p> <p>-Develop pencil grip</p>				
<p>PRIME AREA</p> <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> -building relationships with peers/teachers -plays plays along/alongside/with others -separate from close carers -demonstrating empathy -demonstrating cooperation -seeks out others to share experiences -becoming aware of similarities/differences b/t self & others 	<ul style="list-style-type: none"> -collective cooperation: Sharing & turn taking - kindness, Tidying up skills, Hygiene, Making friends -Support turn taking with friends. -Sharing resources with support using a sand timer. -Initiate play with others . Beginning to respond to what others say and so. -can identify how they are feeling and why -learning that actions have consequences -developing sense of belonging -increasing in confidence & self-esteem by taking risks -developing a sensitivity to others' appreciation & criticism 	<ul style="list-style-type: none"> -demonstrated increasing consideration of others needs -more control over impulses e.g sharing/turn taking Enjoys responsibility of carrying out small tasks -demonstrated increasing consideration of others needs -more control over impulses e.g sharing/turn taking -assertion, negotiation, compromise, to resolve conflict with peers, with help of adult -increasing in confidence & self-esteem by being outgoing towards others -Enjoys responsibility of carrying out small tasks 	<ul style="list-style-type: none"> -demonstrated increasing consideration of others needs -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Confidence to talk to other children when playing and will communicate freely about home and community. -assertion, negotiation, compromise, to resolve conflict with peers, with help of adult -increasing in confidence & self-esteem by being able to express needs & ask adults for help 	<ul style="list-style-type: none"> -demonstrated increasing consideration of others needs -increasingly flexible & cooperative -able to increasing understand others' points of views, needs, wants, behaviours -increasingly able to compromise independently & with support -good relationships with secure adults for support. -How to look after animals and treat them kindly. Why do we need to look after animals? What animals can we find in the wild where we live? 	<ul style="list-style-type: none"> -demonstrated increasing consideration of others needs, wants & behaviour -assertion, negotiation, compromise, to resolve conflict with peers, with help of adult -Confidence to talk to other children when playing and will communicate freely about home and community. -developing particular friendships - confidence in choosing resources, -expressing opinions, -developing play ideas -perseverance in completing activities.

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<p>SPECIFIC AREA</p> <p>LITERACY</p> <p>PHONICS</p> <p>WORD READING</p> <p>COMPREHENSION - DEVELOPING A LOVE FOR READING</p>	<p>Phase 1 - nursery rhymes, environmental sounds, body percussion, rhythm and rhyme, voice sounds.</p> <p>Listen to and discuss what is happening in some favourite stories.</p> <p>Fill in missing words in known rhymes and stories.</p> <p>Joining in with rhymes and showing and showing interest in stories. Having a favourite story/rhyme and voting on one to be read at the end of the day.</p> <p>Learning new vocabulary.</p>	<p>Introducing rhyming words and introduction to identifying the first sound of each word.</p> <p>Listening and responding to stories and illustrations. Making predictions about what a book is about using illustration.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in stories.</p> <p>Some children begin to be aware of the way stories are structured. Identify what happens in the beginning, middle or end of a story.</p> <p>Learn new vocabulary.</p> <p>Retelling stories through acting/role play and props. story maps/images. Sequencing stories – use vocabulary of beginning, middle and end. Anticipate key events.</p>	<p>More children are developing an understanding of rhyming words and the ability to identify the first sound of each word.</p> <p>Listening and responding to stories. Suggest how a story might end.</p> <p>Developing an understanding of what an author and illustrator is.</p> <p>Answers 'how' & 'why' questions.</p> <p>Talking about events and principal characters in books.</p> <p>Engage in extended conversations about stories.</p> <p>Enjoy an increasing range of books at activities set up around the learning environment.</p> <p>Do you like/dislike the story using the word 'because' in their answer.</p>	<p>More children are developing an understanding of rhyming words and can come up with their own rhyming pair. Increasing ability to identify the first sound of each word.</p> <p>Listening and responding to stories. Suggest how a story might end.</p> <p>Developing an understanding of what an author and illustrator is.</p> <p>Answers 'how' & 'why' questions.</p> <p>We read English text from left to right and from top to bottom, the names of the different parts of a book.</p> <p>Engage in extended conversations about stories.</p> <p>Retelling stories through acting/role play and props. story maps/images.</p>	<p>Developing ability to identify and develop rhyming words. Increasing ability to identify the first sound of each word, suggest other words beginning with a given sound. Some children can develop a string of two or three words beginning with the same sound.</p> <p>Listening and responding to stories</p> <p>Joins in with repeated refrains and anticipates key events and phrases in stories.</p> <p>Some children begin to be aware of the way stories are structured. Identify what happens in the beginning, middle or end of a story.</p> <p>Sequencing familiar stories through the use of pictures to tell the story – use vocabulary of beginning, middle and end.</p> <p>Engage in extended conversations about stories.</p>	<p>Developing ability to identify and develop rhyming words. Increasing ability to identify the first sound of each word, suggest other words beginning with a given sound.</p> <p>Practicing oral blending a segmenting of words.</p> <p>Listening and responding to stories</p> <p>Recognising initial sounds. Name writing activities. Engage in extended conversations about stories.</p>
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<p>SPECIFIC AREA</p> <p>LITERACY</p> <p>WRITING</p>	<p>'Writing' table available to children at all times where they can access paper and different kinds of writing equipment at all times and encouraged to distinguish between the different marks that they make.</p>	<p>Dominant hand, tripod grip</p> <p>Children are given writing equipment in the home corner to write who they will invite to their party. Creates birthday cards for themselves.</p> <p>Children are given writing equipment and clipboards to write down messages/orders in the office, and during Chanukah, in the doughnut & latkes shop.</p> <p>Make Chanukah cards with e.g. candles and dreidels.</p>	<p>Provide with keyboards</p>		<p>Creating passports to fly to Israel. Making lists for shopping in Ben Yehudah market on Yom Yerushalayim.</p> <p>Making birthday cards for the Queen. Can some children write 'Happy Birthday' or their name?</p>	<p>Support some children in recognising and writing their name.</p> <p>Encourage others to make letter type shapes.</p>
<p>SPECIFIC AREA</p> <p>MATHEMATICS</p> <p>WHITE ROSE MATHS</p>	<p>Times of day Class routines Where do things belong? Positional language Counting rhymes and songs. Identify small, medium & large objects. Sorting objects according to colour or size. Begin to say numbers in order. Give 2 or 3 objects from a group.</p>	<p>Understand the past and future. Anticipates times of the day. Counting as far as they can go. Counting 1-10 forwards & backwards. Introducing nos 0, 1, 2 Counting dots on dice. Number to object correspondence 1-6. Identifies some numerals between 0-10. Four basic shapes & their properties. Building structures: Noah's ark, tree, house</p>	<p>Identifies 1, 2, 3 objects Without counting. Introducing nos 3, 4, Counts up to 5 objects. Touching each object and saying a number. Links numerals to amounts 1-5 and beyond. Model writing numbers Children use fingers to show the amount. Building structures: arches and enclosures.</p>	<p>Positional language</p> <p>Introducing nos 5, 6 Counts up to 10 objects. One more/less 1-5 Model writing numbers Children use fingers to show the amount.</p>	<p>Introducing nos 7, 8 One more/less 6-10 Model writing numbers Children use fingers to show the amount. Order objects/pictures according to length. Sequence events. Which object (fruit) is heavier/lighter.</p>	<p>Introducing nos 9, 10 Begin to learn that numbers are composed of smaller numbers. Model writing numbers Children use fingers to show the amount.</p>

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<p>SPECIFIC AREA</p> <p>UNDERSTANDING THE WORLD</p>	<p>We will be learning about bees making honey and whales in connection to Jonah.</p> <p>Looking and talking about photographs of themselves and their families. Comparing pictures of ourselves when we are babies and now. Talk about what we could do when we were babies and how we have changed. What do we like about ourselves? Can talk about who is in their immediate family, names and ages and how many people. Can say who is the oldest/youngest/in the middle.</p> <p>Learn that they have similarities and differences to others.</p> <p>In pretend play, create birthday parties for each other.</p> <p>Carry out mixing colours experiment when learning about Noah and colours.</p>	<p>Developing an understanding of changes over time will talk about the changing seasons and things they have learnt and observed.</p> <p>We will also be learning about nocturnal animals. What are nocturnal animals? They are asleep in the day and awake at night because their predators are out during the day.</p> <p>Joins in with family customs and routines such as birthday and Shabbat parties. Singing the songs and dances.</p> <p>Carry out experiments involving oil and water and discover that they don't mix. Make a lava lamp. Do the colours mix in the water/oil.</p> <p>Carry out light & dark experiments to make shadows.</p>	<p>Life cycle of a plant, how they grow and what they need to grow.</p> <p>Identify where Arctic is on the globe and in relation to where they live and where their families are from</p> <p>Discuss the similarities and differences between where penguins live and their own habitat</p> <p>Carry out investigations using snow and ice</p> <p>What makes ice? What makes it melt?</p> <p>Use crushed ice to represent snow and explore its properties.</p> <p>Carry out light & dark experiments to make shadows with purim puppets.</p>	<p>Know that we are part of the Jewish people and that makes us unique. Will know the stories of Pesach and Purim, re-enact the stories, and join in with the Megillah reading, dressing up and giving Mishloach Manot for Purim.</p> <p>On Pesach we will have our own Pesach Seder where the children will be able to sing all the traditional songs they have learnt.</p> <p>Investigate the similarities and differences between the African landscape and way of life to our home.</p>	<p>Identify where Israel and Britain are on a globe. Compare and contrast the different countries. What different sights do they have? What is the weather like? Which language do they speak and what foods do they eat?</p> <p>Investigate and research minibeasts such as spiders, caterpillars, ladybirds and earthworms; their habitat, behaviour, physical features, food and predators;</p> <p>Explore why some animals are good for our garden and some are not; use butterfly kit and create a wormery or worm farm and make careful observations over a period of time. Create a minibeast hotel.</p> <p>Talk about how we feel about, treat and care for animals</p>	<p>Shavuot: why do we eat milky foods on Shavuot? Where do milky foods come from? Different tastes.</p> <p>Counting the omer: on Lag B'omer Rabbi Akiva's students stopped dying. We try to do kind deeds, mitzvot, and help others.</p> <p>We will be learning about different occupations, people who help us. Why do these people help us? What do they do to help us? What would it be like to not have these special people? What does their job entail? What questions can we ask them? What do you want to know?</p>
<p>SPECIFIC AREA</p> <p>EXPRESSIVE ARTS AND DESIGN</p>	<p>To develop their sense of self, provide mirrors and allow the children to work on self-portraits, Support children in looking at themselves carefully, choosing colours to create their</p>	<p>Experiment with musical instruments and how sounds can change as we march along like Maccabim to the song we sing. Experiment shaking, tapping, banging, striking or blowing instruments</p>	<p>Explore how movements can be changed by moving as different sea creatures. Fish swim fast and slow, crabs walk from side to side, octopuses propel themselves in different directions and seahorses</p>	<p>Take turns to sing familiar songs on the singing chair.</p> <p>Sing new songs - for Purim and Pesach.</p> <p>Practice tapping out simple rhythms by clapping them.</p>	<p>Make worms/spiders from salt dough or clay and paint in various shades. Make caterpillar sock puppets with brown socks with googly eyes</p> <p>Junk model spiders</p> <p>Make PVA glue glitter webs</p>	<p>Engage in imaginative play based on first hand experience or observation and discovery through the topic of people who help us. Provide children with the opportunity to be doctors and nurses,</p>

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	<p>hair and eye colours and looking at the texture of their hair and how to represent this authentically</p> <p>Children may also draw their families identifying and counting each member drawing younger siblings smaller and older siblings larger.</p>	<p>louder/softer, gently/hard. Play instruments high, low and in the middle.</p> <p>Continue to explore color changes by mixing colours.</p> <p>Create structures using different materials.</p> <p>Joining in with singing, moving, dancing and ring games for the Chanukah show.</p> <p>Make hedgehogs and Chanukiahs using modelling materials. (playdough; wood & clay)</p> <p>Make snowmen using modelling materials and paint or embellish with fabric and buttons.</p>	<p>move up and down.</p> <p>Create grass people using tights, grass seeds, googly eyes. Feed the people water and watch the grass grow. Give haircuts to the grass people.</p>		<p>Create worm tracks with string, wool or cooked spaghetti dipped in paint and trailed or wriggled along paper</p>	<p>opticians and dentists, librarians, firefighters and policemen. Etc.</p>
ASSESSMENT						
ENRICHMENT		<p>Guy Fawkes - making firework crafts/dance/listening to classical music.</p>			<p>Butterfly kit Wormery Minibeast hotel.</p>	
	<p>Visit by parents for shabbat parties</p>	<p>-Visit by parents for shabbat parties & birthday parties</p>	<p>-Visit by parents for shabbat parties & birthday parties.</p>	<p>-Visit by parents for shabbat parties & birthday parties.</p>	<p>-Visit Bell Lane park to see nature in natural habitat e.g. swans and cygnets.</p>	<p>-Visit large playground - gross motor activities.</p>

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<p>SCHOOL VISITORS AND/OR TRIPS</p>		<p>-Visit large playground to look for different coloured leaves,leaves, fir cones, etc. Listen to environmental sounds...Use large climbing equipment...</p> <p>-gross motor activities.</p>	<p>-Visit to Fish Shop</p>	<p>-Visit by matzah making team, children to make their own matzah for pesach.</p>	<p>-Visit park playground - gross motor activities.</p> <p>-Visit by parents for shabbat parties & birthday parties</p>	<p>-Visit to the local fire station and library A dentist visits class, as well as a nurse, teacher, doctor, pharmacist, policeman etc.</p> <p>-Visit by parents for shabbat parties & birthday parties</p>
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