



Let's Explore – Brumble Bees -Spring Term 2024



This project teaches children about the environments that they share with others, including their homes, school and places in the local community..

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p>Children will notice and begin to name different human-made features in the immediate environment, including the school grounds, local streets and the place they live.</p> <p>Activities to support - Create a treasure hunt around the nursery and outside environment. Give the children clues to follow that include their favourite activities, such as 'Go somewhere you can build castles and dig holes', 'This is a place where you can listen to a story' and 'You can cut, stick and make here'. Take pictures of the places you visit on your journey. Talk about the various activities available and encourage the children to talk about activities they enjoy and the places in the nursery setting where they feel happy.</p>	<p>Children will be aware of their feelings and be able to indicate how they are feeling using some words and pictures.</p> <p>Activities to support- Share stories about feelings. Explore the emotions the children feel throughout the story. Encourage the children to talk about times they have felt sad, angry, happy, scared or excited and how it made them feel.</p>	<p>Children will move confidently in a range of ways and safely negotiate space, obstacles and terrains.</p> <p>Activities to support- Display various tunnels, crates, large wooden blocks and planks. Invite the children to work together to create an obstacle course. Explain that they need to travel under, over and through the resources. Encourage them to use positional language, including under, over and through as they complete the course.</p>

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Children will identify and suggest rhymes and join in with rhyme, rhythm and alliteration activities.</p> <p>Activities to support - Share stories with rhyming words. Support the children to find the rhyming words in the story. When the children are familiar with the story, leave gaps for them to fill in as you read.</p>	<p>Children will identify and represent up to three objects, without counting, using concrete objects and pictorial representation.</p> <p>Activities to support- Show the children three dots on a card. Invite them to count the dots on the cards. Show them that the last number they say as they count represents the number of dots on the card. Explore how even though the cards might show three dots in different ways, there are still three dots.</p>	<p>Children will participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play.</p> <p>Activities to support- Add toy vehicles to a large sandpit or Tuff Tub containing damp sand. Work with the children to create tracks, tunnels and bridges in the sand. Show them how to mould and pat the sand. Offer plastic tubes and wooden blocks to enhance their play. Support the children to work together and share their ideas and resources. Introduce positional language as you play, such as under, over and through.</p>	<p>Children will listen with increased attention to sounds.</p> <p>Activities to support - Use six identical small cardboard boxes to create a set of shakers. To each box add either a bell, pine cone, rice, marbles, cotton wool balls or plastic milk bottle lids and seal the box. Display the What's inside? picture cards and explain that one of these objects is inside each of the boxes. Invite the children to take turns to select a box and shake. Can the children guess what is inside the box? Support the children to describe the sounds and introduce vocabulary, such as loud, soft, rattle, jingle and swish.</p>

