



Felton C of E Primary School - 2022/23

Nursery Mini Adventure Context Plan - Autumn 1 - We're Roaming in the Rainforest

Key Texts

- We're Roaming in the Rainforest - Laurie Krebs & Anne Wilson
- One Day on Our Blue Planet In the Rainforest - Ella Bailey

We value the importance of adult modelled reading and storytelling and this takes place on a daily basis in the Explorers' zone.



Sustainable Development Goal



Big Question - If I went to the Amazon Rainforest what would I see and explore?

Through a variety of Independent and Adult Focused Activities I will be developing the following Skills, Knowledge and Understanding and will use my head, heart and hands to...

Maths	Communication and Language	Literacy	Physical Development
<p>I will...</p> <ul style="list-style-type: none"> • Takes part in finger rhymes with numbers • React to changes in amount in a group of up to 3 items • Demonstrate counting like behaviour - making sounds, pointing or saying numbers • Build, create and stack with a range of resources • Show an interest in shape and space by making and playing with shapes and objects • Match and sort simple 2D shapes • Compare the size, length or weight of • Notice patterns and arrange things in patterns 	<p>I will...</p> <ul style="list-style-type: none"> • Listen to simple picture book stories with interest and remember some of the story • Demonstrate that I understand simple questions about who, what and where • Identify familiar and everyday objects • Understand and follow simple 1/2 step instructions • Understand and begin to answer simple why questions • Sing mini adventure related rhymes and songs • Use talk to communicate my needs to others 	<p>I will...</p> <ul style="list-style-type: none"> • Join in with nursery rhymes and songs using some words and actions • Enjoy sharing a book with an adult • Repeat words and phrases from familiar stories • Ask questions about the book, make comments and share their own ideas • Notice some print, such as the first letter of their name • Demonstrate that they enjoy making marks/drawing • Give meaning to the marks that they make • Makes marks to stand for their name 	<p>I will...</p> <ul style="list-style-type: none"> • Show increasing independence when getting dressed and undressed - putting my coat/shoes on • Move and stop on command • Explore moving in a variety of ways and in different directions • Imitate and move like the animals in the Amazon Jungle • Use scissors to snip/cut • Describe, use a knife to cut and taste a variety of fruits grown in the Amazon forest • Explore and use a variety of malleable materials • Develop my pincer grasp using a variety of activities and resources • Explore the concept of weaving
<p>Key Vocabulary Number, build, create, stack, shape, triangle, circle, square, rectangle, small, little, big, large, heavy, light, pattern</p>	<p>Key Vocabulary Story, listen, who, what, where, (language linked to mini adventure -see UW)</p>	<p>Key Vocabulary Language from nursery rhymes, story, name, draw (language linked to mini adventure -see UW)</p>	<p>Key Vocabulary Coat, shoes, on, off, go, stop, walk, run, skip, hop, jump, forwards, backwards, snip, cut, knife, roll, press, squash, squeeze, pat, weave</p>

Personal, Social and Emotional Development	Understanding the World	Expressive Arts and Design	Religious Education
<p>I will...</p> <ul style="list-style-type: none"> • Separate from my carer with support where needed • Develop friendships with other children • Form relationships and develop trust with the adults in the zone • Demonstrate that I am becoming more confident and outgoing in the Explorers' zone • Be independent in meeting my own needs when using the toilet and washing my hands • Make simple choices about what I'd like to do 	<p>I will...</p> <ul style="list-style-type: none"> • Recall and talk about special times, events, family or friends • Use all my senses when undertaking hands-on exploration • Explore a variety of natural and man-made objects and use talk to say how they feel • Use hands on activities, books, powerpoints, video clips and powerpoints to find out about the Amazon Rainforest • Find out about and name some of the animals that live in the Amazon Rainforest • Observe some changes in the seasons as we move from summer to Autumn 	<p>I will...</p> <ul style="list-style-type: none"> • Join in with a variety of nursery rhymes and songs • Use training scissors/scissors to make snips and cut • Explore the concept of printing using a variety of natural and man-made materials and objects • Explore and find out how to join and attach materials together using glue and tape • Explore and create using chalks, crayons, paint, paper, card and collage materials • Explore and use a variety of instruments to discover the sounds they make • Recreate the sounds that the animals in the Amazon Jungle make 	<p>I will...</p> <ul style="list-style-type: none"> • Be aware of their own feelings and know that some actions and words can hurt others' feelings • Know that I belong - family and school • Respect the feelings and views of others • Be a good friend to others • Demonstrate kindness and caring • Understand that Christians believe '<i>God is the Creator of the universe</i>' and that God made our world and that we need to look after it using the 'Creation Story' • Explore the Christian festival of Harvest <p>(Links in with PSED and UW)</p>
<p>Key Vocabulary Friend, share, play, explore, toilet, wash, flush, sink, tap, hands, dry, choose</p>	<p>Key Vocabulary Natural, man-made, describe, South America, equator, Amazon, Brazil, rainforest, river, Almendro Tree, Acacia tree, forest, floor, tree fern, canopy, tropical, names of the Amazon rainforest animals, deforestation, seasonal change, Summer, Autumn</p>	<p>Key Vocabulary Scissors, snip, cut, straight, curved, natural, man-made, material, object, join, attach, glue, sellotape, masking tape, chalk, crayon, paint, paper, card, collage materials</p>	<p>Key Vocabulary Feelings, action, word, hurt, belong, family, school, friend, kind, care, Christian, God, creator, universe, festival Harvest</p>
<p><i>Time to Shine</i></p> <p>My individual 'Time to Shine' opportunities will be linked to the Big Questions and Intentions for Learning and will be derived from the exploration, play, engagement and learning I take part in and demonstrate. These will be observed by the staff as a Time to Shine along with any other 'wow' moments that may not be linked to the Mini Adventure.</p>			