






## Nursery-Half-Termly Overview - Summer 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p style="text-align: center;"><b>Communication and Language</b></p> 	<p><b>Key learning:</b> Start a conversation with an adult or a friend and continue it for many turns.</p> <p><b>Focus:</b> Ch to explore planting and watering beans/seeds. Ch to plant their own seeds to grow and look after.</p>	<p><b>Key learning:</b> Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p><b>Focus:</b> Retell the story of Wiggly Pig's Garden using small world props.</p>	<p><b>Key learning:</b> Understand simple questions about 'who' what and 'where' (but generally not why).</p> <p><b>Focus:</b> Use sequencing cards to retell the story of Titch. discussing what is happening in the pictures and answering questions about the story from an adult, e.g. what comes next? etc.</p>	<p><b>Key learning:</b> Use longer sentences of four to six words.</p> <p><b>Focus:</b> Retell the Little Acorn story using a small world tuff tray and resources and role play area.</p>	<p><b>Key learning:</b> Use a wider range of vocabulary.</p> <p><b>Focus:</b> Retell the A Seed in Need story using a small world tuff tray and resources and role play area.</p>	<p><b>Key learning:</b> Enjoy listening to longer stories and can remember much of what happens.</p> <p><b>Focus:</b> Retell Gardening Jack Plants a Garden story using a small world tuff tray and resources and role play area.</p>
<p style="text-align: center;"><b>Personal, Social And Emotional Development</b></p> 	<p><b>Key learning:</b> Play with one or more other children, extending and elaborating play ideas.</p> <p><b>Focus:</b> Ch to create their own obstacles that their selves and peers can participate in and take turns.</p>	<p><b>Key learning:</b> Grow in independence, rejecting help (me do it). Sometimes this leads to feelings of frustration and tantrums.</p> <p><b>Focus:</b> Ch to use Busy boards.</p>	<p><b>Key learning:</b> Talk about their feelings in more elaborated ways. "I'm sad because ...." or "I love it when..."</p> <p><b>Focus:</b> Discuss in a circle time thing that we like about ourselves and something that we like about our friend.</p>	<p><b>Key learning:</b> Be increasingly able to talk and manage their emotions.</p> <p><b>Focus:</b> Self-regulation activity. Ch to choose a picture of how they are feeling, explaining why they are feeling that way and choose another card that matches what can be done to help.</p>	<p><b>Key learning:</b> Talk with others to solve conflicts.</p> <p><b>Focus:</b> Discuss with the children that conflicts are ok and they can be resolved. Discuss how we can help manage and solve these without being unkind and fairly.</p>	<p><b>Key learning:</b> Understand gradually about how others might be feeling.</p> <p><b>Focus:</b> Happy, sad, angry sorting activity. Ch to look at the pictures of different people and decide from their facial expressions how they may be feeling and place it into the correct circle</p>

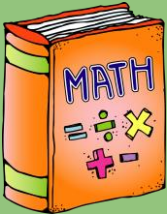

## Nursery-Half-Termly Overview - Summer 1

<p><b>Physical Development</b></p> 	<p><b>Focus:</b> Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>Key Learning:</b> Be able to gain control over different things developing their gross motor skills</p> <p><b>PE Unit:</b> Ball Skills</p> <p><b>Focus:</b> Pupils will explore what happens when they kick a ball using different parts of their feet.</p>	<p><b>Focus:</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p><b>Key Learning:</b> Ride scooters with care and control.</p> <p><b>PE Unit:</b> Ball Skills</p> <p><b>Focus:</b> Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p>	<p><b>Focus:</b> Walk, run, jump and climb</p> <p><b>Key Learning:</b> Use outdoor equipment to develop climbing skills. Jump in set of hoops.</p> <p><b>PE Unit:</b> Ball Skills</p> <p><b>Focus:</b> The focus of learning is to develop dribbling using our feet to move with a ball.</p>	<p><b>Focus:</b> Enjoy starting to kick, throw and catch balls</p> <p><b>Key Learning:</b> Throwing and catching games with adult and in pairs or groups with a large ball.</p> <p><b>PE Unit:</b> Ball Skills</p> <p><b>Focus:</b> The focus of learning is to teach pupils to understand where to dribble and why.</p>	<p><b>Focus:</b> Start taking part in some group activities which they make up for themselves, or in teams.</p> <p><b>Key Learning:</b> Make up own obstacle course with hoop, cones and beanbags.</p> <p><b>PE Unit:</b> Ball Skills</p> <p><b>Focus:</b> The focus of learning is to continue to explore moving with a ball.</p>	<p><b>Focus:</b> Build independently with a range of appropriate resources.</p> <p><b>Key Learning:</b> Design and make a variety of models with junk materials and construction toys.</p> <p><b>PE Unit:</b> Ball Skills</p> <p><b>Focus:</b> Pupils will learn how to collaborate and work together with their partner and in small groups.</p>
--	--	---	--	--	--	---


## Nursery-Half-Termly Overview - Summer 1

<p style="text-align: center;"><b>Literacy</b></p> 	<p><b>Text:</b> Jasper's beanstalk</p> <p><b>Key learning:</b> Enjoy drawing freely</p> <p><b>Focus:</b> Ch to draw shapes to support pre-writing.</p>	<p><b>Text:</b> Wiggly Pigs Garden</p> <p><b>Key learning:</b> Add some marks to their drawings, which they give meaning to. For example, "that says mummy".</p> <p><b>Focus:</b> Ch to draw a letter giving meaning to the sound chosen. the children then will collage over the lines they have drawn.</p>	<p><b>Text:</b> Titch</p> <p><b>Key learning:</b> Understand the five key concepts about print: -print has meaning -print can have different purposes. -we read text from left to right and top to bottom. -The names of the different parts of a book page sequencing.</p> <p><b>Focus:</b> Carpet session discussing the different parts of the book. Title, blurb, context etc.</p>	<p><b>Text:</b> Little Acorn</p> <p><b>Key learning:</b> Understand the five key concepts about print: -print has meaning -print can have different purposes. -we read text from left to right and top to bottom. -The names of the different parts of a book page sequencing.</p> <p><b>Focus:</b> Carpet session about what information we can get from books. Ch to use the pictures to help get information about what is happening in the story.</p>	<p><b>Text:</b> A Seed in Need</p> <p><b>Key learning:</b> Understand the five key concepts about print: -print has meaning -print can have different purposes. -we read text from left to right and top to bottom. -The names of the different parts of a book page sequencing.</p> <p><b>Focus:</b> After a carpet session discussing the lifecycle of a plant. the children will have a go at sequencing the life cycle using picture cards to help them. Discuss with the children that we can also get this information from books.</p>	<p><b>Text:</b> Gardening Jack Plants a Garden</p> <p><b>Key learning:</b> Write some letters accurately</p> <p><b>Focus:</b> Using the interactive board and pen to write some letters that have a meaning to them or ones that they have learnt during phonics. Using the writing rhymes to help them. Have a sound mat on board.</p>
<p style="text-align: center;"><b>English- Phonics</b></p> 	<p><b>Reading Skill:</b> To recognise single sounds and hear initial sounds in the environment.</p>	<p><b>Reading Skill:</b> To recognise single sounds and hear initial sounds in the environment.</p>	<p><b>Reading Skill:</b> To recognise single sounds and hear initial sounds in the environment.</p>	<p><b>Reading Skill:</b> To recognise single sounds and hear initial sounds in the environment.</p>	<p><b>Reading Skill:</b> To recognise single sounds and hear initial sounds in the environment.</p>	<p><b>Reading Skill:</b> To recognise single sounds and hear initial sounds in the environment.</p>

## Nursery-Half-Termly Overview - Summer 1

<p style="text-align: center;"><b>Mathematics</b></p> 	<p><b>Key Learning:</b> Count in everyday contexts, sometimes skipping numbers 1'2'3'5 (0-3)</p> <p><b>Key Learning:</b> Ch to measure beanstalks using unifix cubes.</p> <p><b>Challenge:</b> Ch to use the taller beanstalks. The children will need to use more cubes and will be counting beyond 5 with 1-1 correspondence.</p>	<p><b>Key Learning:</b> React to changes of amount in a group of up to three items. (0-3)</p> <p><b>Key Learning:</b> Place items on a tray under a sheet taking one to three away each time. Ch needs to guess which item is missing and how many items are missing.</p> <p><b>Challenge:</b> To use 3 or more different groups of objects for the children to identify the missing item.</p>	<p><b>Key Learning:</b> Recite numbers past 5(3-4)</p> <p><b>Key Learning:</b> Use different resources such as tape measures, sticks, planks of wood etc to see how tall they are. how many of the larger objects do they need, e.g. 3 wooden planks.</p> <p><b>Challenge:</b> Children to compare how many more or less items needed for different children.</p>	<p><b>Key Learning:</b> Say one number for each item in order 1.2.3.4.5 (3-4)</p> <p><b>Key Learning:</b> Place paper plates out 1-5 and pom poms. Ch to match the correct amount of pom poms to the number on the plate.</p> <p><b>Challenge:</b> Ch to do this activity beyond 5 up to 10.</p>	<p><b>Key Learning:</b> Develop fast recognition of up to three objects, without having to count them individually (subitising) (3-4).</p> <p><b>Key Learning:</b> Place different sets of objects out quickly in front of the children asking them to subitize the amount that is set out.</p> <p><b>Challenge:</b> Ch to subitize objects up to 5 objects.</p>	<p><b>Key Learning:</b> Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) (3-4)</p> <p><b>Key Learning:</b> Counting matching puzzles.</p> <p><b>Challenge:</b> Place the number puzzle pieces in order of number.</p>
<p style="text-align: center;"><b>Understanding the World</b></p> 	<p><b>Key learning:</b> Plant seeds and care for growing plants.</p> <p><b>Focus:</b> Ch to decorate a flower pot and plant their bean. We will have a carpet discussion about what a plant needs to help it grow.</p>	<p><b>Key learning:</b> Explore and respond to natural phenomena in their setting and on trips.</p> <p><b>Focus:</b> Ch to use the magnifying glasses and explore the seeds that they have planted. Ch to water their own plants and discuss the changes that they see.</p>	<p><b>Key learning:</b> Use all their senses in hands-on exploration of natural materials.</p> <p><b>Focus:</b> Standing with friends in sunlight looking at shadows. discussing the differences with the shadows e.g. taller, smaller, long hair, short hair etc.</p>	<p><b>Key learning:</b> Talk about what they see using a wide range of vocabulary.</p> <p><b>Focus:</b> To discuss and observe the life cycle of the butterfly. Ch to draw pictures of the changes that they see. Observing real butterflies.</p>	<p><b>Key learning:</b> Explore collections of materials with similar and/or different properties.</p> <p><b>Focus:</b> Collect different items from the forest school area discussing the textures and what they see. Use magnifying glasses to have a more detailed look. Discuss if we can see anything different having a closer look.</p>	<p><b>Key learning:</b> Understand the key features of the life cycle of a plant or an animal.</p> <p><b>Focus:</b> Discussing the life cycle of the butterfly. discussing changes observed from the real caterpillars. Looking at other life cycles discussing similarities and differences.</p>

## Nursery-Half-Termly Overview - Summer 1

<p style="text-align: center;"><b>Expressive Arts and Design</b></p> 	<p><b>Music:</b> <b>Key Learning:</b> Listen with increased attention to sounds.</p>	<p><b>Music:</b> <b>Key Learning:</b> Explore Colour and colour mixing.</p>	<p><b>Music:</b> <b>Key Learning:</b> Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p><b>Music:</b> <b>Key Learning:</b> Respond to what they have heard expressing their thoughts and feelings.</p>	<p><b>Music:</b> <b>Key Learning:</b> Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>Music:</b> <b>Key Learning:</b> Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>
	<p><b>Focus:</b> Adults play a short beat for children to listen to and copy using a range of musical instruments.</p>	<p><b>Focus:</b> Ch to stamp using bunched together cotton wool buds. Children are going to use these to make flowers.</p>	<p><b>Focus:</b> Children draw around each other using chalks on the ground and adding the features of the person they have drawn around or of themselves.</p>	<p><b>Focus:</b> Listen to different genre clips of music discussing how each piece makes them feel.</p>	<p><b>Focus:</b> Ch to use junk modelling to create their own instruments.</p>	<p><b>Focus:</b> To set up a small world area in the forest school for children to use the natural resources to represent objects in their play.</p>
	<p><b>Art:</b> <b>Focus:</b> Craft and Design</p>	<p><b>Art:</b> <b>Focus:</b> Craft and Design</p>	<p><b>Art</b> <b>Focus:</b> Craft and Design</p>	<p><b>Art</b> <b>Focus:</b> Craft and Design</p>	<p><b>Art</b> <b>Focus:</b> Craft and Design</p>	<p><b>Art</b> <b>Focus:</b> Craft and Design</p>
	<p><b>Key Learning:</b> To create a design for a tissue paper flower.</p>	<p><b>Key Learning:</b> To create a design for a tissue paper flower.</p>	<p><b>Key Learning:</b> To create a design for a tissue paper flower.</p>	<p><b>Key Learning:</b> To create a design for a tissue paper flower.</p>	<p><b>Key Learning:</b> To create a design for a tissue paper flower.</p>	<p><b>Key Learning:</b> To create a design for a tissue paper flower.</p>