

**Nursery Summer 1 - Medium term overview**

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>End of summer 1</u>
<b>Maths</b>						
<p>I will identify the numeral 5.</p> <p>I will experiment making marks for numerals.</p>	<p>I will count out numerals up to 5.</p> <p>I will say one number for each up to 5.</p>	<p>I will identify the numerals up to 5.</p> <p>I will count out numerals up to 5.</p>	<p>I will use vocabulary tall and short when comparing height and length.</p>	<p>I will explore simple repeated patterns.</p> <p>I will spot errors within simple patterns.</p>	<p>I will compare quantities using the language more and fewer.</p> <p>I will begin to recognise and describe a sequence of events (first, then, next).</p>	<p><b>Children will say one number for each item up to 5.</b></p> <p><b>Children will begin to identify numbers up to 5. Children will begin to experiment with their own marks linked to numerals.</b></p> <p><b>Children will count the correct number of objects up to 5.</b></p> <p><b>Children will compare simple length and height.</b></p> <p><b>Children will begin to explore simple patterns, noticing and correct errors in repeated patterns.</b></p>

<p><b>Session 1:</b> Have a bag/box with 5 objects pull an object out and model counting aloud. Repeat encouraging the children to count aloud the objects. Match to the correct numeral etc.</p> <p><b>Session 2:</b> Count to 5 using digit cards/number track for the children to follow along. Display a number encourage children to shout the number aloud. Model writing the numeral, drawing marks to represent value. Go outdoors using chalk to mark make.</p>	<p><b>Session 1:</b> Go on a summer walk around our environment and spot flowers. Can the children mark make to represent the value of flowers seen. Encourage counting aloud.</p> <p><b>Session 2:</b> Using numbered cards and pipe cleaners. Children are to read the numeral and place the correct amount of beads on the pipe cleaner. Opportunity for ordering numbers, comparing more/less etc.</p>	<p><b>Session 1:</b> Count to 5 using digit cards/number track for the children to follow along. Using plant pots- label them with numerals. Can the children match the number cards to the correct pot.</p> <p><b>Session 2:</b> <b>*Develop on previous learning</b> Using plant pots with numerals labelled. Model counting seeds and dropping the correct amount inside the pot. Use of tweezers/pegs to encourage FM focus.</p>	<p><b>Session 1:</b> Have a selection of ribbons in various lengths. Discuss with the children what they can see. MTYT using the vocabulary shorter and taller. Work collaboratively to compare and order the ribbons.</p> <p><b>Session 2:</b> Using ribbons recap the words short and tall- can the children compare the two ribbons.  Continuing with height using sticks can the children compare and order the heights. Using vocabulary shorter and taller.</p>	<p><b>Sessions 1:</b> Using jellybeans create simple patterns focussing on primary colours. Touch each colour saying pattern aloud MTYT. Allow children time to explore creating their own patterns- Collaborative learning.</p> <p><b>Session 2:</b> Repeat activity from previous lesson. Focus on spotting errors. Make a simple mistake and encourage the children to spot the error. Repeat several times.  Allow children opportunity in partners to copy patterns and identify the errors.</p>	<p><b>Session 1:</b> Set up a “summer garden” tuff tray with flowers, bugs, leaves or shells. Create two small “gardens” (e.g. two pots or hoops). Model comparing: “This garden has more flowers... this one has fewer.” Children then make their own gardens using natural/summer objects and compare with a partner.</p> <p><b>Session 2:</b> Show simple picture cards of a plant growing (seed → sprout → flower). Model: “First we plant the seed, then it grows, next we see flowers.” Children sequence 2–3 cards or act it out (planting, watering, growing like a flower in the sun).</p>	
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Communication and Language						
I will enjoy listening to stories.  I will be able to use a wide range of vocabulary.	I will retell different parts of a story.  I will express my own point of view.	I will engage with a non-fiction text.	I will enjoy listening to stories.  I will be able to use a wide range of vocabulary.	I will express my own ideas.	I will retell familiar parts of the story	<b>Children will be able to use a wide range of vocabulary.</b>  <b>Children will be able to retell a familiar story.</b>
Begin the week with 'What's in the bag' to introduce story of 'The very hungry caterpillar' Read each day encouraging children to join in with different phrases.  Introduce unfamiliar vocabulary i.e. cocoon. Children draw their own cocoon and label/mark make.	This week explore sequencing 'The very hungry caterpillar' encourage the children to act out the parts and phrases. -Link to days of the week. -Order story pictures.  Discuss the different foods that the caterpillar ate throughout the week. Debate which foods are their favourite and give reasoning i.e. <i>I like watermelon because they are juicy.</i>	Explore the different parts of the story and ask 'why' questions about what is happening to the caterpillar.  Use MTYT as a modelling strategy.  Focus on the life cycle of a butterfly. Link to non-fiction book highlighting life cycle.	Begin the week with 'What's in the bag' to introduce story of Jasper's beanstalk. Read each day encouraging children to join in with different phrases.	Revisit the story 'Jasper's beanstalk'  Work with the children to understand how plants grow. Look at instructions, allow children to plant their own seeds.  Use imagination and ideas to decide on something they would grow. Draw and mark make to represent.	Read <i>Jasper's Beanstalk</i> focusing on the days of the week. Use props (spade, watering can, sun). Model retelling: "On Monday Jasper dug... on Tuesday he..."  Children use props or picture cards to retell what Jasper did across the week.	<b>Children will be able to express a point of view and to debate when they disagree.</b>  <b>Children will be able to express their own opinions.</b>
Knowledge and understanding of the World						
I will be able to look at animals on a farm. I will look at the role of a farmer.	I will be able to observe changes in our environment- link to seasons.	I will be able to understand the life cycle of a minibeast.	I will be able to plant a seed.	I will be able to understand what plants need to grow.	I will be able to talk about changes I can see as a plant grows.	<b>Children will be able to plant seeds and understand what plants need to grow.</b>

<p>Display a picture of a farm. Children to explore what they may see or find on a farm i.e. animals, crops, vehicles. Share experiences of visiting farms. Consider who may work in a farm and what their role is.</p> <p>Children can draw a picture of a farm-referring to things we have spoken about during circle time.</p>	<p>Have a suitcase with different objects linked to summer i.e. sunscreen, sunhat, swimsuit, flowers. Explore the season of summer and how it differs to the other seasons.</p> <p>Let's explore the season of summer. Go outdoors/walk to explore the weather. What do we notice i.e. blue skies, birds flying, sun shining, plants growing etc.</p>	<p>Refer to our class text 'The very hungry caterpillar'- using images where appropriate.</p> <p>Explore what is happening to the caterpillar. Explain the life cycle of a butterfly- use images to display a life cycle. Add actions alongside to make it more memorable.</p>	<p>Briefly introduce what a Gardener is. Today we are going to become gardeners and plant our own seeds. Have the equipment needed to plant a seed i.e. pot, soil, water, seed. Explain what the equipment is.</p> <p>Give the children some seeds so they can feel and predict what it might be.</p> <p>Work collaboratively to plant our own seeds. Monitor as the weeks go on ensuring they are watered regularly</p>	<p>Revisit our plants from previous week-discuss if they have altered in anyway.</p> <p>If not apparent use images to assist. Have a plant that is fully grown teach the children what is needed to help a plant grow.</p> <p>Display a plant that is wilted/dead. Discuss what we might have forgotten i.e. water, sun.</p>	<p>Revisit seeds previously planted. Look closely at what has changed (roots, shoots, leaves). Model simple language: "It was a seed... now it has grown." Children observe, touch (if appropriate), and describe changes. You can draw quick before/after pictures together.</p>	<p><b>Children will explore the life cycle of butterflies.</b></p> <p><b>Children will observe changes in the environment linked to seasons.</b></p>
<b>Expressive arts and design</b>						
<p>I will be able to make imaginative and complex 'small worlds.</p>	<p>Listen with increased attention to sounds.  Respond to what they have heard expressing their thoughts and feelings.</p>	<p>I will be able to explore colour and colour mixing.  I will use colour to create a summer picture.</p>	<p>I will use a stimulus to draw with purpose.</p>	<p>I will show different emotions in their drawings and paintings like happiness, sadness etc.</p>	<p>I will use a range of materials to create a beanstalk</p>	<p><b>Children will be able to join different textures and materials.</b></p>

<p>Focus on their knowledge of a farm. Using farm animals and different resources such as sticks, hay, wooden blocks etc. Work with the children to create a farm 'small world'</p>	<p>Listen to a piece of music – appraise. What instrument can you hear in the piece.</p> <p>Display an animal image mouse, elephant etc.</p> <p>What instrument would best suit this animal; how might it sound.</p> <p>Allow the children opportunity to explore instruments alongside the music.</p> <p><b>Explore the volume, speed and pitch if possible.</b></p>	<p>Explore pictures of summer i.e. trees, flowers, fields, beach etc.</p> <p>Discuss what we can see and what colours are used.</p> <p>Model using a picture to help paint your own refer to using incorrect colours, discourage children to use incorrect colours for objects.</p> <p>Have plain paper or a variety of summer pictures.</p> <p>Encourage children to paint/colour using colours that represent the object i.e. yellow for sand, green for grass, pink for flowers.</p>	<p>Have a selection of flowers for the children to pass around and feel.</p> <p>Discuss what they look like i.e. colours, shapes, size etc.</p> <p>Model drawing a flower from the table, show how we need to look closely to ensure it is the same.</p> <p>Allow children time to draw/colour their own flowers.</p> <p>(replicate in provision)</p>	<p>Play a range of music one happy, sad, angry.</p> <p>Discuss how the music makes them feel.</p> <p>Model drawing something happy, sad, fear.</p> <p>Place a roll of paper on the table/tuff tray with a selection of colours.</p> <p>Encourage children to draw/mark make to the music.</p>	<p>Provide mixed materials (tissue paper, fabric, card, natural items).</p> <p>Model creating a tall beanstalk. Children design their own, choosing materials and deciding how it grows (tall, twisty, leafy). Link back to Jasper's plant growing.</p>	<p><b>Children will be able to explore colours and colours mixing.</b></p> <p><b>Children will be able to remember and sing an entire song- 'There's a Tiny Caterpillar on a Leaf'</b></p>
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**PSED**

\*Wellbeing welcome each morning upon entering nursery\*

<p><b>I will be able to tell you about my family.</b></p>	<p><b>I will understand how to friends when I feel lonely.</b></p>	<p><b>I will be able to tell some things I like about my friends.</b></p>	<p><b>I know what to say and do if somebody is mean to me.</b></p>	<p><b>I can work together and enjoy being with my friends.</b></p>	<p><b>I will begin to understand that some things take time.</b></p>	<p><b>Children will be able to talk about their families.</b></p>
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<p>Look at a family puzzle work together or in small groups to complete the puzzle.</p> <p>Using Jigsaw Jenie- talk about what a family is. Talk about who is in our family.</p> <p>Ask the children to draw a picture of their families.</p> <p>Finish with Jigsaw song.</p>	<p>Sing jigsaw song.</p> <p>Show a sad expression and tell the children it is because Jigsaw Jenie is lonely. Explore what being lonely is.</p> <p>Talk about how it feels when we have a friend and how it is different. What could we do if we ever feel lonely.</p> <p>Mind map ideas for working wall.</p>	<p>Sing chorus of Jigsaw song.</p> <p>Give children each a label with something I like about them i.e. I like when you help others, I like when you tidy, I like when you join in etc.</p> <p>Discuss how they feel after receiving a compliment.</p> <p>Think about their friends and something they like it could be how they look, behave or treat them. Model giving compliments.</p>	<p>Role plays two teddies saying or doing something unkind to each other. Every time something unkind is said put some cream on a plate.</p> <p>Jigsaw Jenie explains that those unkind words can't be unsaid... just like the cream can't go back into the bottle. Take a bit of time to make sure the children grasp this idea if needed.</p> <p>Remind the children of how they thought the teddy might be feeling. Then Jenie introduces this phrase that teddy could say: 'Stop – I don't like that'. Explain that if someone says that to you then you</p>	<p>Read a story or listen to a song about friendships.</p> <p>Talk about good friends and what they do together. Discuss how being a good friend makes them feel.</p> <p><b>Questions:</b> How does it feel when you are with your friend? What do you like to do when you are with your friend?</p> <p>Create a friendship potion with all the good qualities of a friend.</p>	<p>Revisit how Jasper had to <b>wait for his beanstalk to grow</b>. Talk about times children have to wait (turn-taking, snack, growing plants). Use a simple activity where children plant or water and then pause before continuing, modelling waiting.</p>	<p><b>Children will understand how it feels to be lonely and what we should do.</b></p> <p><b>Children will be able to give compliments to a friend.</b></p> <p><b>Children will know what to do if somebody is mean to them.</b></p> <p><b>Children will work together and being with friends.</b></p> <p><b>Children will understand some things take time and they may need to practise the skill of waiting</b></p>
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			<p>must stop straight away. And if you say that to someone – they must stop straight away. Explain that this is a good way to show respect to another person. If they don't then you must tell an adult straight away.</p>			
<b>Physical development</b>						
I will work safely and develop running and developing	I will develop throwing and learn how to keep score.	I will play games showing an understanding of the different roles within it.	I will follow instructions to move safely when playing tagging games.	I will develop collaborative play taking turns.	I will move in different ways to show growth and change.	<p><b>Children will be able to develop throwing skills.</b></p> <p><b>Children will take turns in games working collaboratively.</b></p> <p><b>Children will follow instructions in tagging games.</b></p> <p><b>Children will work safely, developing their running and stopping skills.</b></p>
<p>Move around the space in safe areas. Run small, run big. Move in different ways.</p> <p>Car game: move around, changing directions and avoid bumping into others.</p> <p>Police chase game: Tagging and swapping roles.</p> <p>Formular 1: Teacher throws ball whilst in the air children move, once caught must stop.</p>	<p>Move around the space in safe areas. Run small, run big. Move in different ways.</p> <p>Pilots: Move around returning to cone when landing.</p> <p>Hoop &amp; bean bags- Practice target throwing take turns and keep score as a whole class.</p>	<p>Transport game: Move around the space travelling in different ways.</p> <p>Incorporate actions i.e. red light, green light, speed bump etc.</p> <p>Bus, car, bike: Give each child a name, say one vehicle and that child must travel round the circle.</p>	<p>Move around the space in safe areas. Run small, run big. Move in different ways.</p> <p>Find a seat: Use hoops, children to sit inside hoop.</p> <p>Bus catcher (stuck in the mud).</p> <p>Bus stop: Move to a cone and stand inside, get caught become a catcher.</p>	<p>Move around the space in safe areas. Run small, run big. Move in different ways.</p> <p>Boats: children sit in a hoop, can link to colour where appropriate.</p> <p>Row around space in a hoop with partner.</p> <p>Boat game: Collect coloured beanbags to match the hoops on the other side.</p>	<p>Children start as “seeds” curled up on the floor. Adult narrates stages: rain (wiggling), sun (stretching), growing (standing tall, reaching up), wind (swaying side to side). Add challenges like growing slowly/quickly or balancing like a tall plant.</p>	

