

The Links Primary School Nursery Autumn Term 1 -2023

Theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Key Text	Starting school by Allan Ahlberg You BR Men	Ten little fingers and ten little toes by Mem Fox BR Men	Who is in my family? by Robie H Harris BR Men	Two Homes by Claire Masurel BR Men	Autumn is here by Heidi Pros Gray BR Men	The Last leaf by Stef Wade BR Men	Owl Babies by Martin Waddell BR Men	
Additional Texts / Nursery Rhymes	<p>Enhancement texts</p> <ul style="list-style-type: none"> Meg and Mog – Helen Nicoll The very noisy night – Diana Hendry <p>Poems/Rhymes Heads Shoulders Knees and Toes Hickory Dickory Dock</p>							
	Key Vocabulary Family, mum, dad, brother,sister, head, shoulder, knees, toes, home, garden, leaf, Autumn, colours				Key Questions Who lives in your house? What are the parts on your face called? Can you name parts of the bod? What has changed outside? Name the colour of the leaf?			
	Key Knowledge Can identify their family. Can name some body parts. Observe changes in leaves.							
Personal Social and Emotional	<p>BR-Is sensitive to others’ messages of appreciation or criticism MS-Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants SR-Observes and controls breath, able to take deep breaths, scrunching and releasing the breath MS-Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understanding why this is important MS - Willing to try a range of different textures and tastes and expresses a preference</p> <p>When running around outside children will be able to manage their own risk and be mindful of other children and obstacles Children are willing to try the different foods they grow, bake and cook in Nursery and talking about their likes and dislikes Children are beginning to be able to share resources and toys with others with support from an adult</p>					<p>Planned Activities</p> <ul style="list-style-type: none"> Reading stories, discussing characters feelings. Class Charter Following the Rules song Learning Nursery routines Learning how to line up Building relationships 		

	Children are aware of the rules and boundaries in Nursery following them most of the time with support for an adult	<ul style="list-style-type: none"> Circle Times
Physical Development	<p>MH-Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>FM- Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>FM-Develop digital pencil grip</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Squiggle While we Wiggle Dough Disco Moving and dancing along to music Drawing self portraits Cosmic yoga mindful kids Toothbrushing Outdoor big area, use of climbing frame, bikes, scooters, building obstacle course,
Communication and Language	<p>S-Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>S-Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p> <p>LA-Listens to familiar stories with increasing attention and recall</p> <p>U-Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in a box</p> <p>Children enjoy creating and using everyday objects as props to support their role-play games</p> <p>Children enjoy talking about and sharing happy experiences and interests, using intonation to express their feelings and meaning.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Story and Rhyme time Floor book, photos of children’s activities to discuss Weekly guided reading Talking about family celebrations / daily news
Literacy	<p>WR-Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>WR-Claps or taps the syllables in words during sound play</p> <p>WR-Looks at and enjoys print and digital books independently</p> <p>C-Talks about events and principal characters in stories and suggests how the story might end</p> <p>W-Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>W-Includes mark making and early writing in their play. Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Children enjoy listening to and looking at a wide variety of books both in a group and independently</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Squiggle While we Wiggle/ Letter Join Weekly Reading (guided reading sessions) Daily stories and rhymes Daily Calendar Floor Book, children to write/ draw things they have learnt Phase 1 Phonic sessions
Mathematics	<p>C-Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5,</p> <p>Ca-Subitises one, two and three objects (without counting)</p> <p>Co-Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</p> <p>S-Responds to both informal language and common shape names</p> <p>S-Shows awareness of shape similarities and differences between objects</p> <p>M-Compares two small groups of up to five objects, saying when there the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same!</p> <p>M- Recalls a sequence of events in everyday life and stories.</p> <p>P - Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Counting Songs Daily Calendar Maths sessions Counting when lining up Number groups Ten Town

	<p>Children enjoy playing with and counting a variety of objects, and enjoy counting along the number line.</p> <p>Children are able to recognise how many children can play in an area and if there is any more space for them to join, e.g. there are only four allowed in the water area, three children are playing there so they can join, three plus one is four.</p> <p>Children can talk about and recognise common shapes within the environment using language to name and describe the different shapes</p>							
RJ Numbers	C -Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5,	Ca -Subitises one, two and three objects (without counting)	Co -Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers	S -Responds to both informal language and common shape names S -Shows awareness of shape similarities and differences between objects	M -Compares two small groups of up to five objects, saying when there the same number of objects in each group, e.g. You've got two, I've got two. Same!	M - Recalls a sequence of events in everyday life and stories.	P - Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.	
EN Ten Town	Zero Pond	King One	Tommy Two	Thelma Three	Freddie Four	Fiona Five	Zero Pond	
Understanding the World	<p>P&C- Recognises and describes special times or events for family or friends</p> <p>P&P- Shows interest in the lives of people who are familiar to them</p> <p>P&C- Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Children enjoy exploring and spending time in the natural environment collecting conkers, bug hunting, looking at seasonal changes.</p> <p>Children enjoy being outside in all weathers exploring and investigating</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Birthdays, discussing how we celebrate special occasions with family/ Halloween/ Christmas/ Diwali/ Bonfire Night • Weekly Ipad time (Wednesdays) • Tizzy's Toolbox and Paint on PC 		
Expressive Arts and Design	<p>CWM- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p>Continues to explore colour and how colours can be changed</p> <p>BI&E- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>Children join in and copy movements during jump start Jonny, Squiggle While we wiggle, Dough disco.</p> <p>Children can name some colours that they use and begin to explore mixing colours in paint and with food colour in water.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Nursery rhymes • Daily calendar songs • Squiggle While we Wiggle/ Letter Join • Painting Portraits • Creating self portraits 		

The Links Primary School Nursery Autumn Term 2 -2023

Theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
	Diwali	Bonfire Night	Nursery Rhyme Week					
					Christmas			
Key Text	Room on the broom by Julia Donaldson	The Woods by Rob Hodgson	Going on a bear hunt by Michael Rosen and Helen Oxenbury	Beware of the bears! by Alan MacDonald	Stickman by Julia Donaldson	Jolly Postman by Allan Ahlberg	Christmas Nativity by Juliet David	
Additional Texts / Nursery Rhymes	Enhancement Texts <ul style="list-style-type: none"> • That's not my – Polar bear, Elf, Reindeer • Dear Santa – Rod Campbell Poems-Rhymes Twinkle Twinkle Little Star Christmas rhymes/songs and jingles							
	Key Vocabulary Diwali Festival Celebration Temple Rangoli Bonfire Night Christmas Nativity Jesus Bonfire Father Christmas				Key Questions How did you celebrate Halloween/ Bonfire night/ Diwali/ Christmas? What things do we do on Bonfire night? What things do we celebrate? How do we celebrate Christmas?			
	Sticky Knowledge Children will know what celebrations they celebrate within their own families Children will be aware of the changes that occur in the environment during Autumn Children will know some Nursery Rhymes							

	Children will know the Nativity story is part of the Christmas story	
Personal Social and Emotional	<p>BR-Is sensitive to others' messages of appreciation or criticism</p> <p>MS-Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</p> <p>SR-Observes and controls breath, able to take deep breaths, scrunching and releasing the breath</p> <p>MS-Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understanding why this is important</p> <p>MS - Willing to try a range of different textures and tastes and expresses a preference</p> <p>When running around outside children will be able to manage their own risk and be mindful of other children and obstacles</p> <p>Children are willing to try the different foods they grow, bake and cook in Nursery and talking about their likes and dislikes</p> <p>Children are beginning to be able to share resources and toys with others with support from an adult</p> <p>Children are aware of the rules and boundaries in Nursery following them most of the time with support for an adult</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Reading stories, discussing characters feelings. • Class Charter • Following the Rules song • Learning Nursery routines • Learning how to line up • Building relationships
Physical Development	<p>MH-Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>FM- Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>FM-Develop digital pencil grip</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Squiggle While we Wiggle • Dough Disco • Moving and dancing along Nursery Rhymes • Dancing and games in hall for Christmas party • Drawing pictures of our families • Cosmic yoga mindful kids • Toothbrushing • Baking Christmas cake, Diwali treats • Outdoor big area, use of climbing frame, bikes, scooters, building obstacle course,
Communication and Language	<p>S-Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>S-Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p> <p>LA-Listens to familiar stories with increasing attention and recall</p> <p>U-Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in a box</p> <p>Children enjoy creating and using everyday objects as props to support their role-play games</p> <p>Children enjoy talking about and sharing happy experiences and interests, using intonation to express their feelings and meaning.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Story and Rhyme time • Floor book, photos of children's activities to discuss • Weekly guided reading • Talking about family celebrations (what children did for Halloween)
Literacy	<p>WR-Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>WR-Claps or taps the syllables in words during sound play</p> <p>WR-Looks at and enjoys print and digital books independently</p> <p>C-Talks about events and principal characters in stories and suggests how the story might end</p> <p>W-Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>W-Includes mark making and early writing in their play. Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Children enjoy listening to and looking at a wide variety of books both in a group and independently</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Squiggle While we Wiggle • Weekly Reading (guided reading sessions) • Daily stories and rhymes • Daily Calendar • Floor Book, children to write/ draw things they have learnt • Phonic sessions

Mathematics	<p>NP-Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5, NP-Subitises one, two and three objects (without counting) N-Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers SS&M-Responds to both informal language and common shape names SS&M-Shows awareness of shape similarities and differences between objects N-Compares two small groups of up to five objects, saying when there the same number of objects in each group, e.g. You've got two, I've got two. Same! SS&M- Recalls a sequence of events in everyday life and stories. NP- Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.</p> <p>Children enjoy playing with and counting a variety of objects, and enjoy counting along the number line. Children are able to recognise how many children can play in an area and if there is any more space for them to join, e.g. there are only four allowed in the water area, three children are playing there so they can join, three plus one is four. Children can talk about and recognise common shapes within the environment using language to name and describe the different shapes</p>				<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Counting Songs Daily Calendar Maths sessions Counting when lining up 			
RJ Numbers		Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers	Subitises one, two and three objects (without counting) Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5,	N -Compares two small groups of up to five objects, saying when there the same number of objects in each group, e.g. You've got two, I've got two. Same!	Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects	SS&M -Responds to both informal language and common shape names SS&M -Shows awareness of shape similarities and differences between objects	NP - Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next. SS&M - Recalls a sequence of events in everyday life and stories.	
EN Ten Town	Zero pond	King one	Tommy two	Thelma three	Freddie four	Fiona five		
Understanding the World	<p>P&C- Recognises and describes special times or events for family or friends P&P- Shows interest in the lives of people who are familiar to them P&C- Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Children enjoy exploring and spending time in the natural environment collecting conkers, bug hunting, looking at seasonal changes. Children enjoy being outside in all weathers exploring and investigating</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Autumn songs Christmas songs Birthdays, discussing how we celebrate special occasions with family Weekly Ipad time (Wednesdays) Tizzy's Toolbox and Paint on PC Decorating Diva pots Diwali Story Fireworks painting 		
Expressive Arts and Design	<p>CWM- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Continues to explore colour and how colours can be changed</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Christmas decorations 		

	<p>BI&E– Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>Children join in and copy movements during jump start Jonny, Squiggle While we wiggle, Dough disco.</p> <p>Children can name some colours that they use and begin to explore mixing colours in paint and with food colour in water.</p>	<ul style="list-style-type: none">• Christmas cards• Christmas songs• Christmas sing along• Nursery rhymes• Daily calendar songs• Squiggle While we Wiggle• Decorating Diva pots• Fireworks painting
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The Links Primary School Nursery Spring Term 1 -2024

Theme	Week 1 New Year	Week 2	Week 3	Week 4	Week 5 Chinese New Year	Week 6 Valentines	Week 7 Art week	
Key Text	Lost and Found By Oliver Jeffers	Polar bear, Polar bear, what do you hear? By Eric Carle	Poles Regions by Steve Parker	Hunter's Icy Adventure by Ellie Jackson	Chinses New Year	Library visit to choose	Art week books	
Additional Texts / Nursery Rhymes	Poems/Rhymes Incy Wincy Spider Old Macdonald Skidamarink							
	Key Vocabulary Winter Ice Snow Frost Painting, printing, drawing Chinese New Year Valentine's Day Love						Key Questions What types of weather do we get in the winter? Why do we celebrate Valentine's Day? In the Chinese New Year what animal is it this year?	
	Key Knowledge In the winter trees have no leaves In the winter the weather is colder and we get snow, ice and frost Ice melts when it gets warm In the Chinese New Year this Year is the year of the Tiger We celebrate Valentine's day to show people we love them							
Personal Social and Emotional	BR-Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it MS-Is aware of being evaluated by others and begin to develop ideas about themselves according to the message they hear from others SR-Is more able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others' feelings						Planned Activities <ul style="list-style-type: none"> Reading stories, discussing characters feelings. Class Charter 	

	<p>MS-Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom</p> <p>Children are beginning to talk about and understand when they have upset/ hurt someone or someone's feelings in discussion with an adult, and choosing a way to make amends</p> <p>Children are beginning to be able to share resources and toys with others</p> <p>Children are able to work together as a group or team when building/ playing games</p> <p>Can name and identify different parts of the body</p>	<ul style="list-style-type: none"> • Following the Rules song • Learning Nursery routines • Learning how to line up • Building relationships • Circle Times
Physical Development	<p>GM-Can balance on one foot or in a squat momentarily shifting body weight to improve stability</p> <p>FMS-Manipulates a range of tools and equipment in one hand, tools include paintbrushes, toothbrush, scarves or ribbons</p> <p>FM – static tripod grip</p> <p>GM -Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</p> <p>Children enjoy playing and show some skill when joining in simple PE games, moving around obstacle courses, throwing and catching, climbing on outdoor equipment and using balance bikes and scooters.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Squiggle While we Wiggle • Dough Disco • Moving and dancing along to music • Drawing self portraits • Cosmic yoga mindful kids • Toothbrushing • Outdoor big area, use of climbing frame, bikes, scooters, building obstacle course,
Communication and Language	<p>LA-Focusing attention– can still listen or do, but can change their focus of attention</p> <p>U-Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in a box</p> <p>S-Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>S-Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>S-Talks more extensively about things that are of particular importance to them</p> <p>Children enjoy completing small tasks helping adults and are able to follow instructions with more than one part. Such as cleaning out the class pet, e.g. fill the water bottle at the sink then fill the food bowl.</p> <p>Children are using language reflecting their experiences and time in Nursery.</p> <p>They are able to hold longer conversations discussing things of importance and topics that interest them. They are beginning to explain their own knowledge and experience using a variety of tenses and linking sentences together.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Story and Rhyme time • Floor book, photos of children's activities to discuss • Weekly guided reading • Talking about family celebrations / daily news
Literacy	<p>C-Begins to be aware of the way stories are structured, and to tell own stories</p> <p>WR-Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>WR-Claps or taps the syllables in words during sound play</p> <p>WR– Recognises rhythm in spoken words, songs, poems and rhymes</p> <p>WR-Hears and says the initial sound in words</p> <p>W-Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>W-Shows interests in letters in the environment, identifying the initial letter of their own name and other familiar words</p> <p>Children begin to form some recognisable letters when attempting to write their name.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Squiggle While we Wiggle/ Letter Join • Weekly Reading (guided reading sessions) • Daily stories and rhymes • Daily Calendar • Floor Book, children to write/ draw things they have learnt • Phase 1 Phonic sessions
Mathematics	<p>NP May show fascination with large numbers</p> <p>NP-Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>N-Links numerals with amounts up to 5 and maybe beyond</p> <p>N– Separates a group of three or four objects in different ways, beginning to recognise the total is still the same.</p> <p>SSM– Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> <p>SSM– Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p> <p>SSM– Recalls a sequence of events in everyday life and stories.</p>	<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Counting Songs • Daily Calendar • Maths sessions • Counting when lining up • Number groups

	<p>Children enjoy completing practical maths activities, adding, subtracting, matching, counting etc. They take pride in working out the correct answer and will use what they have learnt during their play.</p> <p>Children enjoy looking at numbers beyond 10, during the calendar and counting children in the class, some children begin to show an interest in larger numbers.</p> <p>Children enjoy using 3D shapes to create buildings and castles, joining different shapes to create towers etc.</p> <p>Children enjoy creating repeated patterns on peg boards and on simple computer games</p> <p>Children have a good understanding of the Nursery routine and are able to sequence their Nursery day.</p>					<ul style="list-style-type: none"> Ten Town 	
RJ Numbers	SSM– Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)	SSM– Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)	SSM– Recalls a sequence of events in everyday life and stories.	NP May show fascination with large numbers	SSM– Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.	NP-Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Counting to five and matching numeral to amount	Separates a group of three or four objects in different ways, beginning to recognise the total is still the same.
D.O Ten Town				Zero Pond	King One	Tommy Two	Thelma Three
Understanding the World	<p>P&C– Shows interest in different occupations and ways of life indoors and outdoors</p> <p>TNW– Developing an understanding of growth, decay and changes over time</p> <p>P&P– Remembers and talks about significant events in their own experience</p> <p>P&P-talk about how they have changed over their life</p> <p>T– Knows that information can be retrieved from digital devices and the internet</p> <p>Children observe the life cycle of a butterfly and changes to plants they grow e.g. sunflowers, broad beans and cress. They are able to talk about and explain some of the things they have observed.</p> <p>When the children want to find out more information about something they know they can use the internet/ google to find out more with support</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Birthdays, discussing how we celebrate special occasions with family/ New Year/ Chinese New Year/ Valentines Day Weekly Ipad time (Wednesdays) Tizzy's Toolbox and Paint on PC 	
Expressive Arts and Design	<p>CWM– Develops and understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>BI&E– Sing to self and makes up simple songs</p> <p>BI&E-Creates sounds, movement, drawings to accompany stories</p> <p>BI&E -Uses available resources to create props or create imaginary ones to support play</p> <p>Children use a variety of media, pencils, crayons, felt tips to make marks to represent people, objects and events using more than just lines and circles.</p> <p>Children use a variety of resources and media to extend their learning and experience from stories, creating pictures, sounds, movements and props for role play.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Nursery rhymes Daily calendar songs Squiggle While we Wiggle/ Letter Join Making Valentines cards Creating self portraits Art week 	

The Links Primary School Nursery Spring Term 2 -2024

Theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
	Pancake Day World Book Day	Holi	Mother's Day			Easter		
Key Text	Supertato by Sue Hendra	Super Daisy by Kes Gray	Mighty Small by Timothy Knapman	People who help us by Rebecca Hunter	A super hero like you by Dr Raj Singh	Easter by Nancy Dickmann		
Additional Texts / Nursery Rhymes	<p>Enhancement texts</p> <ul style="list-style-type: none"> • Pancake recipe • We're going on an egg hunt <p>Poems/Rhymes Baa Baa Black Sheep Humpty Dumpty Hop Little Bunny, Hop, Hop, Hop</p>							
	<p>Key Vocabulary Spring, Grow, Buds, Mother's Day, Flowers, Easter, Compost, Seeds, Rabbits, Holi, Mum, Mother, Jesus, New life, head, arms, legs, tummy, knees, shoulders, hands, toes, fingers, neck., on, under, behind, next to,</p>						<p>Key Questions</p> <p>What happens in the spring time? What changes do we see? How do plants start their life? What do seeds need to help them grow? What weathers do we see in the spring time? Why do we celebrate Easter? What happened to Jesus after he was buried in the tomb? What jobs does your parent have? What power does a hero have?</p>	
	<p>Key Knowledge In spring time plants start to grow, trees begin to grow their leaves. Seeds need soil, water and sunlight to help them grow. Easter is a time to celebrate new life Jesus died and came back to life Name simple jobs and heroes.</p>							

Personal Social and Emotional	<p>BR-Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>MS-Is aware of being evaluated by others and begin to develop ideas about themselves according to the message they hear from others</p> <p>SR-Is more able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others' feelings</p> <p>MS-Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom</p> <p>Children are beginning to talk about and understand when they have upset/ hurt someone or someone's feelings in discussion with an adult, and choosing a way to make amends</p> <p>Children are beginning to be able to share resources and toys with others</p> <p>Children are able to work together as a group or team when building/ playing games</p> <p>Can name and identify different parts of the body</p>				<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Reading stories, discussing characters feelings. • Class Charter • Following the Rules song • Learning Nursery routines • Learning how to line up • Building relationships • Circle Times
	Circle Time	Circle time	Circle time	Forest School, getting dressed for forest school, coats, waterproofs and wellies on.	Forest School, getting dressed for forest school, coats, waterproofs and wellies on.
Physical Development	<p>GM-Can balance on one foot or in a squat momentarily shifting body weight to improve stability</p> <p>FMS-Manipulates a range of tools and equipment in one hand, tools include paintbrushes, toothbrush, scarves or ribbons</p> <p>FM – static tripod grip</p> <p>GM -Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</p> <p>Children enjoy playing and show some skill when joining in simple PE games, moving around obstacle courses, throwing and catching, climbing on outdoor equipment and using balance bikes and scooters.</p>				<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Squiggle While we Wiggle/ letter join • Dough Disco • Moving and dancing along to music • Practising patterns • Cosmic yoga mindful kids • Toothbrushing • Outdoor big area, use of climbing frame, bikes, scooters, building obstacle course,
	Funky Feet	Funky Feet	Mother's Day Cards	Woodwork Bench and Cutting activity in CP	Easter Cards
	GM-Can balance on one foot or in a squat momentarily shifting body weight to improve stability	FMS-Manipulates a range of tools and equipment in one hand, tools include paintbrushes, toothbrush, scarves or ribbons	FM – static tripod grip	GM -Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely	FM – static tripod grip

Communication and Language	<p>LA-Focusing attention– can still listen or do, but can change their focus of attention</p> <p>U-Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in a box</p> <p>S-Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>S-Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>S-Talks more extensively about things that are of particular importance to them</p> <p>Children enjoy completing small tasks helping adults and are able to follow instructions with more than one part. Such as cleaning out the class pet, e.g. fill the water bottle at the sink then fill the food bowl.</p> <p>Children are using language reflecting their experiences and time in Nursery.</p> <p>They are able to hold longer conversations discussing things of importance and topics that interest them. They are beginning to explain their own knowledge and experience using a variety of tenses and linking sentences together.</p>				<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Story and Rhyme time • Floor book, photos of children’s activities to discuss • Weekly guided reading • Talking about family celebrations / daily news
	<p>Circle Time Discussing what the children did over half term</p> <p>S-Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>S-Talks more extensively about things that are of particular importance to them</p>	<p>Funky Feet</p> <p>U-Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in a box</p>	<p>Whilst making Mother’s Day cards discuss with children the changes since they were babies</p> <p>LA-Focusing attention– can still listen or do, but can change their focus of attention</p>	<p>Discussion about growing sunflowers, what plants need and the changes that occur</p> <p>S-Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>	<p>Discussion about Easter</p> <p>S-Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>
Literacy	<p>C-Begins to be aware of the way stories are structured, and to tell own stories</p> <p>WR-Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>WR-Claps or taps the syllables in words during sound play</p> <p>WR– Recognises rhythm in spoken words, songs, poems and rhymes</p> <p>WR-Hears and says the initial sound in words</p> <p>W-Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>W-Shows interests in letters in the environment, identifying the initial letter of their own name and other familiar words</p> <p>Children begin to form some recognisable letters when attempting to write their name.</p>				<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Squiggle While we Wiggle/ Letter Join • Weekly Reading (guided reading sessions) • Daily stories and rhymes • Daily Calendar • Floor Book, children to write/ draw things they have learnt • Phase 1 Phonic sessions
	<p>Read the Gingerbread Man, discuss story structure</p> <p>C-Begins to be aware of the way stories are structured, and to tell own stories</p>	<p>Read the Gingerbread Man, emphasise rhythm in story</p> <p>WR– Recognises rhythm in spoken words, songs, poems and rhymes</p>	<p>Mother’s Day Cards</p> <p>Children begin to form some recognisable letters when attempting to write their name.</p> <p>W-Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>Clapping names during register</p> <p>WR-Claps or taps the syllables in words during sound play</p>	<p>Easter Cards</p> <p>Children begin to form some recognisable letters when attempting to write their name.</p> <p>W-Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>

Mathematics	<p>NP May show fascination with large numbers NP-Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) N-Links numerals with amounts up to 5 and maybe beyond N- Separates a group of three or four objects in different ways, beginning to recognise the total is still the same. SSM- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. SSM- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) SSM- Recalls a sequence of events in everyday life and stories. Children enjoy completing practical maths activities, adding, subtracting, matching, counting etc. They take pride in working out the correct answer and will use what they have learnt during their play. Children enjoy looking at numbers beyond 10, during the calendar and counting children in the class, some children begin to show an interest in larger numbers. Children enjoy using 3D shapes to create buildings and castles, joining different shapes to create towers etc. Children enjoy creating repeated patterns on peg boards and on simple computer games Children have a good understanding of the Nursery routine and are able to sequence their Nursery day.</p>					<u>Planned Activities</u> <ul style="list-style-type: none"> • Counting Songs • Daily Calendar • Maths sessions • Counting when lining up • Number groups • Ten Town
RJ Numbers	SSM- Recalls a sequence of events in everyday life and stories.	Separates a group of three or four objects in different ways, beginning to recognise the total is still the same.	SSM- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)	SSM- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.	NP-Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Counting to five and matching numeral to amount	
EN Ten Town	Thelma 3	Thelma 3	Freddie 4	Freddie 4	Fiona 5	
Understanding the World	<p>P&C- Shows interest in different occupations and ways of life indoors and outdoors TNW- Developing an understanding of growth, decay and changes over time P&P- Remembers and talks about significant events in their own experience P&P-talk about how they have changed over their life T- Knows that information can be retrieved from digital devices and the internet Children observe the life cycle of a butterfly and changes to plants they grow e.g. sunflowers, broad beans and cress. They are able to talk about and explain some of the things they have observed. When the children want to find out more information about something they know they can use the internet/ google to find out more with support</p>					<u>Planned Activities</u> <ul style="list-style-type: none"> • Birthdays, discussing how we celebrate special occasions with family Pancake Day/ Easter/ Mother's Day • Weekly Ipad time (Wednesdays) • Tizzy's Toolbox and Paint on PC • Planting Seeds • Cooking pancakes • Going on a spring walk

	<p>Circle Time Discussing what the children did over half term</p> <p>P&P– Remembers and talks about significant events in their own experience</p>	<p>After reading the Gingerbread Man discuss the job of a baker. Bake and sell some gingerbread men.</p> <p>P&C– Shows interest in different occupations and ways of life indoors and outdoors</p>	<p>Mother’s Day Cards</p> <p>Children to bring baby photos to use to make cards. Discuss with children how they have changed.</p> <p>P&P-talk about how they have changed over their life</p>	<p>Planting sunflower seeds</p> <p>TNW– Developing an understanding of growth, decay and changes over time</p>	<p>As a whole class research the meaning of Easter on the Internet</p> <p>T– Knows that information can be retrieved from digital devices and the internet</p>	<ul style="list-style-type: none"> Easter Egg Hunt
<p>Expressive Arts and Design</p>	<p>CWM– Develops and understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>BI&E– Sing to self and makes up simple songs</p> <p>BI&E-Creates sounds, movement, drawings to accompany stories</p> <p>BI&E -Uses available resources to create props or create imaginary ones to support play</p> <p>Children use a variety of media, pencils, crayons, felt tips to make marks to represent people, objects and events using more than just lines and circles.</p> <p>Children use a variety of resources and media to extend their learning and experience from stories, creating pictures, sounds, movements and props for role play.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Nursery rhymes Daily calendar songs Squiggle While we Wiggle/ Letter Join Making Easter cards/ Mother’s Day Cards Creating self portraits
<p>Whole class create movements linked to The Gingerbread man story</p> <p>BI&E-Creates sounds, movement, drawings to accompany stories</p>	<p>Whole class create movements linked to The Gingerbread man story</p> <p>BI&E-Creates sounds, movement, drawings to accompany stories</p>	<p>PROVISION Focus</p> <p>BI&E -Uses available resources to create props or create imaginary ones to support play</p>	<p>Music and Rhyme time</p> <p>BI&E– Sing to self and makes up simple songs</p>	<p>Easter Cards, children to draw flowers/ chicks</p> <p>CWM– Develops and understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p>		

The Links Primary School Nursery Summer Term 1 -2024

Theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Summer								
Key Text	Summer Jack and the beanstalk by DK	Jim and the beanstalk by Raymond Briggs	Sunflower house by Eve Bunting	Life cycles by DK	The crunching munching caterpillar by Sheridan Cain	Life cycle -tadpole to frog by Camilla de la Bedoyere		
Additional Texts / Nursery Rhymes	<p>Enhancement texts</p> <ul style="list-style-type: none"> • Jabari Jumps - Gaia Cornwall <p>Poems/Rhymes</p> <ul style="list-style-type: none"> • Hey Diddle Diddle • One, Two, Three, Four, Five 							
	<p>Key Vocabulary Summer, sun, warm hot, shade, flowers, bloom, exercise, tired, out of breath, heartbeat, faster, beating, slower, nature, rubbish, recycle, outdoors, bin, paper, plastic, pumping, who, what, when, how, bin men</p>						<p>Key Questions</p> <p>What weather do we see in the summer time? What happens in the summer? What do people do in the summer time?</p> <p>What do we find outside? How do we look after the outdoors? Where should rubbish go? What things can we recycle?</p>	
	<p>Key Knowledge</p> <p>Children will know in the summer time the weather gets hotter, we will get more sunny weather and also get storms.</p> <p>They will be able to identify that in the summer it-</p> <ul style="list-style-type: none"> • might still be light outside when we go to bed. • Flowers are in bloom • Trees are covered in green leaves <p>After exercise children will notice-</p> <ul style="list-style-type: none"> • They feel hot and sweaty • Their heart is pumping / beating faster 							

	<ul style="list-style-type: none"> • They feel tired and thirsty <p>Children will know that it is important to look after nature-</p> <ul style="list-style-type: none"> • By recycling • Putting rubbish in the bin 					<p>What does recycle mean? How do we recycle things in our Nursery? Who helps keep our homes and streets clean from rubbish?</p> <p>How does exercise make our bodies feel? How does our body cool its self-down?</p>
<p>Personal Social and Emotional</p>	<p>BR-Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers MS-Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help UE-Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions Children happily come into Nursery and leave their parent/ carer Children are able to follow the Nursery routine, help tidy, sit and listen during appropriate times Children are beginning to solve conflict with others by talking through their problems, and asking an adult for a support when needed Children can independently put on their wellies and attempt to put on their shoes. Children are able to notice a difference in how their body feels before and after exercise. Children are confident to try new things and meet new people during visits and working in different areas of the school Children are polite and friendly when meeting new people</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Reading stories, discussing characters feelings. • Class Charter • Following the Rules song • Learning Nursery routines • Learning how to line up • Building relationships • Circle Times • Visits within school • Risky play, obstacle courses etc
<p>Settling Back into Nursery after the Easter Holiday</p> <p>UE-Understands that expectations vary</p>	<p>Circle Time/ Share and Care</p> <p>MS-Shows their confidence and self-esteem through being</p>	<p>PROVISION</p> <p>BR-Practices skills of assertion, negotiation and compromise and looks to a supportive</p>	<p>Parent Stay and Play</p> <p>UE-Understands that expectations vary depending on different events,</p>	<p>Acting out story</p> <p>MS-Shows their confidence and self-esteem through being outgoing towards</p>	<p>PROVISION</p> <p>BR-Practices skills of assertion, negotiation and compromise and looks to a supportive</p>	

	depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions	outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help	adult for help in resolving conflict with peers	social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions	people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help	adult for help in resolving conflict with peers	
Physical Development	<p>MH-Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p> <p>GM- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p> <p>FM-Dynamic tripod grip</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Squiggle While we Wiggle/ letter join • Dough Disco • Moving and dancing along to music • Practising patterns • Cosmic yoga mindful kids • Toothbrushing • Outdoor big area, use of climbing frame, bikes, scooters, building obstacle course, • Use of field and mugga to play What's the time BR Wolf and other games • Discussing how our bodies feel after exercising 	
	<p>Funky Feet</p> <p>MH-Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p>	<p>Outdoor Climbing Equipment</p> <p>GM- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p>	<p>Drawing Pictures</p> <p>FM-Dynamic tripod grip</p>	<p>Forest School</p> <p>MH-Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p>	<p>Outdoor Climbing Equipment</p> <p>GM- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p>	<p>Life Cycle of a Frog drawing</p> <p>FM-Dynamic tripod grip</p>	
Communication and Language	<p>LA-Is able to follow directions (if not intently focused)</p> <p>U-Beginning to understand why and how questions</p> <p>S-Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>S-Builds up vocabulary that reflects the breadth of their experiences</p> <p>Children have deeper discussions about how and why, explaining their own knowledge and using vocabulary that reflects what they have learnt during their time in Nursery and at home.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Story and Rhyme time • Floor book, photos of children's activities to discuss • Weekly guided reading • Talking about family celebrations / daily news/ • Circle times 	

	<p>Looking at Tadpoles and how they have changed over Easter</p> <p>S-Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p>	<p>Class Discussion</p> <p>At a whole class, discuss the Lifecycle of a frog</p> <p>S-Builds up vocabulary that reflects the breadth of their experiences</p>	<p>Funky Feet</p> <p>LA-Is able to follow directions (if not intently focused)</p>	<p>Story Time</p> <p>Discussing the Book, Little Red Riding Hood</p> <p>U-Beginning to understand why and how questions</p>	<p>Discussions during Gardening (looking after the veg patch)</p> <p>S-Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p>	<p>Circle Time</p> <p>S-Builds up vocabulary that reflects the breadth of their experiences</p>	
Literacy	<p>R-Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>R-Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>WR-Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration</p> <p>W-Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>Children begin to use their phonic knowledge to write simple cvc words, knowing that they write from left to right</p> <p>Through PROVISION learning children are supported with their early writing skills by writing letters, lists, stories, captions, labels, signs etc</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Squiggle While we Wiggle/ Letter Join Weekly Reading (guided reading sessions) Daily stories and rhymes Daily Calendar Floor Book, children to write/ draw things they have learnt Phase 1 Phonic sessions Writing cards for birthdays/ platinum jubilee Creating signs 	
	<p>Phonics</p> <p>WR-Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration</p>	<p>PROVISION</p> <p>W-Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p>	<p>Story Time</p> <p>R-Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>	<p>PROVISION</p> <p>R-Recognises familiar words and signs such as own name, advertising logos and screen icons</p>	<p>Phonics</p> <p>WR-Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration</p>	<p>PROVISION</p> <p>W-Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p>	
Mathematics	<p>Ca– Explores using a range of their own marks and signs to which they ascribe mathematical meanings</p> <p>Co– Beginning to use understanding of number to solve problems in play and meaningful activities</p> <p>Beginning to recognise that each counting number is more than the one before</p> <p>S- Attempts to create arches and enclosures when building, using trail and improvement to select blocks</p> <p>P– Creates their own spatial pattern showing some organisation or regularity.</p> <p>Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.</p> <p>M– In meaningful contexts, finds the longer or shorter, heavier or lighter and more or less full of two items.</p> <p>Children begin to form numerals and marks to give meaning and show findings for a number problem.</p> <p>Children enjoy joining in with songs such as five little monkeys, five little ducks, five speckled frogs, and begin to understand what happens when one is taken away.</p> <p>They also begin to understand one more and can give one more than a given number during an activity.</p> <p>Children can fill containers full, half full, nearly empty and partly full to ensure they use the correct amount of ingredients when baking or making playdough.</p> <p>When digging up potatoes’ children are able to use scales to help find the heaviest and lightest potato, children can also compare the length and size of other plants, fruit and veg they have grown.</p> <p>Children look at the patterns of a butterfly and learn about symmetrical patterns, they create their own spatial patterns using a variety of media.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Counting Songs Daily Calendar Maths sessions Counting when lining up Number groups Ten Town 	

AT & RJ Numbers	Ca- Explores using a range of their own marks and signs to which they ascribe mathematical meanings	Co- Beginning to use understanding of number to solve problems in play and meaningful activities	Beginning to recognise that each counting number is more than the one before	S- Attempts to create arches and enclosures when building, using trail and improvement to select blocks	P- Creates their own spatial pattern showing some organisation or regularity. Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.	M- In meaningful contexts, finds the longer or shorter, heavier or lighter and more or less full of two items.
Ten Town	Zero Pond	King One	Tommy Two	Thelma Three	Freddie Four	Fiona Five
Understanding the World	<p>P&C- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>TW- Talks about why things happen and how things work</p> <p>Begin to understand the effect their behaviour can have on the environment</p> <p>T- Plays with a range of materials to learn cause and effect, for example, makes string puppet using dowels and string to suspend the puppet</p> <p>Children begin to understand different ways we can help the environment e.g. recycling, not dropping rubbish, Children begin to explain how and why things happen through creating experiments and models with cause and effect</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Birthdays, discussing how we celebrate special occasions with family • Weekly Ipad time (Wednesdays) • Tizzy's Toolbox and Paint on PC • Creating moving models in the woodwork area • Planting sunflowers in garden • Weeding vegetable patch • Litter picking in outdoor area and school feild
	<p>Observing Tadpoles</p> <p>TW- Talks about why things happen and how things work</p>	<p>Forest School- Going on a litter Pick</p> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p>Class Discussion</p> <p>P&C- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>Woodwork Bench- Creating moving models</p> <p>T- Plays with a range of materials to learn cause and effect, for example, makes string puppet using dowels and string to suspend the puppet</p>	<p>Gardening- Looking after the vegetable patch</p> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p>Woodwork Bench- Creating moving models</p> <p>T- Plays with a range of materials to learn cause and effect, for example, makes string puppet using dowels and string to suspend the puppet</p>
Expressive Arts and Design	<p>CWM- Develops an understanding of how to create and use sounds intentionally</p> <p>BI&E- Uses movement and sounds to express experiences, expertise, ideas and feeling</p> <p>Experiments and creates movement in response to music, stories and ideas</p> <p>Children create models and pictures using a variety of different medias and tools with confidence.</p>					<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> • Nursery rhymes • Daily calendar songs • Squiggle While we Wiggle/ Letter Join

							<ul style="list-style-type: none"> • Creating models in the wood work area
	<p>Music Time</p> <p>CWM– Develops an understanding of how to create and use sounds intentionally</p>	<p>PROVISION</p> <p>BI&E– Uses movement and sounds to express experiences, expertise, ideas and feeling</p>	<p>Music Time- Listening to classical music (The flight of the bumble bee)</p> <p>Experiments and creates movement in response to music, stories and ideas</p>	<p>Music Time</p> <p>CWM– Develops an understanding of how to create and use sounds intentionally</p>	<p>Music Time</p> <p>BI&E– Uses movement and sounds to express experiences, expertise, ideas and feeling</p>	<p>PROVISION</p> <p>Experiments and creates movement in response to music, stories and ideas</p>	

The Links Primary School Nursery Summer Term 2 -2024

Theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Summer		Father's Day						
Key Text	Mr Gumpy's Motor Car by Jon Birmingham	The Train Ride by June Crebbin	Emma Jane's Aeroplane by Katie Haworth and Daniel Rieley	The Great Balloon Hullabaloo by Peter Bentley	Summer is Here by Heidi Pross Gray	Seaside Poems by Jill Bennett	Recycling story	
Additional Texts / Nursery Rhymes	<p>Enhancement Texts</p> <ul style="list-style-type: none"> • Topsy and Tim Starting School • I love my Daddy – Giles Andreae • The mega magic hair swap – Rochelle Humes <p>Poems/Rhymes</p> <ul style="list-style-type: none"> • The wheels on The Bus • Row, Row, Row your boat 							
	<p>Key Vocabulary</p> <p>Summer, sun, warm hot, shade, flowers, bloom, exercise, tired, out of breath, heartbeat, faster, beating, slower, Father's Day, Daddy, Dad, nature, rubbish, recycle, outdoors, bin, paper, plastic, pumping, who, what, when, how, bin men</p>				<p>Key Questions</p> <p>What weather do we see in the summer time? What happens in the summer? What do people do in the summer time?</p>			
	<p>Key Knowledge</p> <p>Children will know in the summer time the weather gets hotter, we will get more sunny weather and also get storms.</p> <p>They will be able to identify that in the summer it-</p> <ul style="list-style-type: none"> • might still be light outside when we go to bed. • Flowers are in bloom • Trees are covered in green leaves <p>After exercise children will notice-</p>				<p>What do we find outside? How do we look after the outdoors? Where should rubbish go? What things can we recycle? What does recycle mean? How do we recycle things in our Nursery? Who helps keep our homes and streets clean from rubbish?</p> <p>How does exercise make our bodies feel? How does our body cool its self-down?</p>			

	<ul style="list-style-type: none"> • They feel hot and sweaty • Their heart is pumping / beating faster • They feel tired and thirsty <p>Children will know that it is important to look after nature-</p> <ul style="list-style-type: none"> • By recycling • Putting rubbish in the bin 															
Personal Social and Emotional	<p>BR-Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers MS-Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help UE-Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions HSC-Observes and can describe in words or actions the effects of physical activity on their bodies HSC-Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom</p> <p>Children happily come into Nursery and leave their parent/ carer Children are able to follow the Nursery routine, help tidy, sit and listen during appropriate times Children are beginning to solve conflict with others by talking through their problems, and asking an adult for a support when needed Children are confident to try new things and meet new people during visits and working in different areas of the school Children are polite and friendly when meeting new people Children are beginning to become independent when dressing, putting on their own coat, jumper. Children can independently put on their wellies and attempt to put on their shoes. Children are able to notice a difference in how their body feels before and after exercise.</p>	<p><u>Focused Activities and PROVISION</u></p> <ul style="list-style-type: none"> • Reading stories, discussing characters feelings. • Class Charter • Following the Rules song • Learning Nursery routines • Learning how to line up • Building relationships • Circle Times • Visits within school • Risky play, obstacle courses etc 														
	<table border="1"> <tr> <td>Forest School</td> <td>Share and Care</td> <td>Funky Feet</td> <td>PROVISION</td> <td>Forest School</td> <td>Share and Care</td> <td>Funky Feet</td> </tr> <tr> <td>HSC-Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom</td> <td>MS-Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help</td> <td>UE-Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions HSC-Observes and can describe in words or actions the effects of physical activity on their bodies</td> <td>BR-Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</td> <td>HSC-Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom</td> <td>MS-Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help</td> <td>UE-Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions HSC-Observes and can describe in words or actions the effects of physical activity on their bodies</td> </tr> </table>	Forest School	Share and Care	Funky Feet	PROVISION	Forest School	Share and Care	Funky Feet	HSC -Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom	MS -Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help	UE -Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions HSC -Observes and can describe in words or actions the effects of physical activity on their bodies	BR -Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers	HSC -Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom	MS -Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for adult help	UE -Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions HSC -Observes and can describe in words or actions the effects of physical activity on their bodies	
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Physical Development	<p>MH-Can grasp and release with two hands to throw and catch a large ball, beanbag or an object FM-Dynamic tripod grip GM- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p>	<p><u>Focused Activities and PROVISION</u></p> <ul style="list-style-type: none"> • Squiggle While we Wiggle/ letter join • Dough Disco 														

						<ul style="list-style-type: none"> Moving and dancing along to music Practising patterns Cosmic yoga mindful kids Toothbrushing Outdoor big area, use of climbing frame, bikes, scooters, building obstacle course, Use of field and mugga to play What's the time BR Wolf and other games Sports Week Sports Day Using hall for PE sessions 	
	<p>MH-Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p>	<p>Letter Join</p> <p>FM-Dynamic tripod grip</p>	<p>PROVISION</p> <p>GM- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p>	<p>Funky Feet</p> <p>MH-Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p>	<p>Letter Join</p> <p>FM-Dynamic tripod grip</p>	<p>PROVISION</p> <p>GM- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p>	<p>Funky Feet</p> <p>MH-Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p>
Communication and Language	<p>LA-Is able to follow directions (if not intently focused)</p> <p>U-Beginning to understand why and how questions</p> <p>S-Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>S-Builds up vocabulary that reflects the breadth of their experiences</p> <p>Children have deeper discussions about how and why, explaining their own knowledge and using vocabulary that reflects what they have learnt during their time in Nursery and at home.</p>					<p><u>Focused Activities and PROVISION</u></p> <ul style="list-style-type: none"> Story and Rhyme time Floor book, photos of children's activities to discuss Weekly guided reading Talking about family celebrations / daily news/ Father's Day Circle time 	
	<p>LA-Is able to follow directions (if not intently focused)</p>	<p>Shared Story</p> <p>U-Beginning to understand why and how questions</p>	<p>Shared Story</p> <p>S-Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p>	<p>Share and Care</p> <p>S-Builds up vocabulary that reflects the breadth of their experiences</p>	<p>Letter Join</p> <p>LA-Is able to follow directions (if not intently focused)</p>	<p>Forest School</p> <p>U-Beginning to understand why and how questions</p>	<p>Shared Story</p> <p>S-Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p>
Literacy	<p>R-Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>R-Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>WR-Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration</p> <p>W-Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>Children begin to use their phonic knowledge to write simple cvc words, knowing that they write from left to right</p> <p>Through PROVISION learning children are supported with their early writing skills by writing letters, lists, stories, captions, labels, signs etc</p>					<p><u>Focused Activities and PROVISION</u></p> <ul style="list-style-type: none"> Squiggle While we Wiggle/ Letter Join Weekly Reading (guided reading sessions) Daily stories and rhymes Daily Calendar 	

						<ul style="list-style-type: none"> Floor Book, children to write/ draw things they have learnt Phase 1 Phonic sessions Writing cards for birthdays/ Father's Day Creating signs 	
	PROVISION R -Recognises familiar words and signs such as own name, advertising logos and screen icons	Father's Day Cards W -Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	Phonics WR -Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration	PROVISION W -Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	Shared Story R -Knows that print carries meaning and, in English, is read from left to right and top to bottom	PROVISION W -Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	Phonics WR -Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration
Mathematics	Ca – Explores using a range of their own marks and signs to which they ascribe mathematical meanings Co – Beginning to use understanding of number to solve problems in play and meaningful activities Beginning to recognise that each counting number is more than the one before S - Attempts to create arches and enclosures when building, using trail and improvement to select blocks P – Creates their own spatial pattern showing some organisation or regularity. Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next. M – In meaningful contexts, finds the longer or shorter, heavier or lighter and more or less full of two items. Children begin to form numerals and marks to give meaning and show findings for a number problem. Children enjoy joining in with songs such as five little monkeys, five little ducks, five speckled frogs, and begin to understand what happens when one is taken away. They also begin to understand one more and can give one more than a given number during an activity. Children can fill containers full, half full, nearly empty and partly full to ensure they use the correct amount of ingredients when baking or making playdough. When digging up potatoes' children are able to use scales to help find the heaviest and lightest potato, children can also compare the length and size of other plants, fruit and veg they have grown. Children look at the patterns of a butterfly and learn about symmetrical patterns, they create their own spatial patterns using a variety of media.			Focused Activities and PROVISION <ul style="list-style-type: none"> Counting Songs Daily Calendar Maths sessions Counting when lining up Number groups Ten Town 			
RJ Numbers	Ca – Explores using a range of their own marks and signs to which they ascribe mathematical meanings	Co – Beginning to use understanding of number to solve problems in play and meaningful activities	Beginning to recognise that each counting number is more than the one before	S - Attempts to create arches and enclosures when building, using trail and improvement to select blocks	P – Creates their own spatial pattern showing some organisation or regularity. Joins in with simple pattern in sounds, objects, games and stories dance and	M – In meaningful contexts, finds the longer or shorter, heavier or lighter and more or less full of two items.	

					movement, predicting what comes next.		
EN Ten Town	Fiona Five	Seal Six	Sir Seven	Eric Eight	Nina Nine	Tia Ten	
Understanding the World	<p>P&C– Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>TW– Talks about why things happen and how things work</p> <p>Begin to understand the effect their behaviour can have on the environment</p> <p>T– Plays with a range of materials to learn cause and effect, for example, makes string puppet using dowels and string to suspend the puppet</p> <p>Children begin to understand different ways we can help the environment e.g. recycling, not dropping rubbish,</p> <p>Children begin to explain how and why things happen through creating experiments and models with cause and effect</p>					<p><u>Focused Activities and PROVISION</u></p> <ul style="list-style-type: none"> • Birthdays, discussing how we celebrate special occasions with family • Weekly Ipad time (Wednesdays) • Tizzy’s Toolbox and Paint on PC • Creating moving models in the woodwork area • Planting sunflowers in garden • Weeding vegetable patch • Litter picking in outdoor area and school field 	
	<p>Share and Care</p> <p>P&C– Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>PROVISION</p> <p>TW– Talks about why things happen and how things work</p>	<p>Forest School</p> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p>Woodwork Bench</p> <p>T– Plays with a range of materials to learn cause and effect, for example, makes string puppet using dowels and string to suspend the puppet</p>	<p>Share and Care</p> <p>P&C– Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>PROVISION</p> <p>TW– Talks about why things happen and how things work</p>	<p>Forest School</p> <p>Begin to understand the effect their behaviour can have on the environment</p>
Expressive Arts and Design	<p>CWM– Develops an understanding of how to create and use sounds intentionally</p> <p>BI&E– Uses movement and sounds to express experiences, expertise, ideas and feeling</p> <p>Experiments and creates movement in response to music, stories and ideas</p> <p>Children create models and pictures using a variety of different medias and tools with confidence.</p>					<p><u>Focused Activities and PROVISION</u></p> <ul style="list-style-type: none"> • Nursery rhymes • Daily calendar songs • Squiggle While we Wiggle/ Letter Join • Creating cards for Father’s Day • Creating models in the wood work area 	
	<p>Music Time</p> <p>CWM– Develops an understanding of how to create and use sounds intentionally</p>	<p>Music Time</p> <p>BI&E– Uses movement and sounds to express experiences, expertise,</p>	<p>Music Time</p> <p>CWM– Develops an understanding of how to create and use sounds</p>	<p>Music Time</p> <p>BI&E– Uses movement and sounds to express experiences, expertise,</p>	<p>Music Time</p> <p>CWM– Develops an understanding of how to create and use sounds</p>	<p>Music Time</p> <p>BI&E– Uses movement and sounds to express experiences, expertise,</p>	<p>Music Time</p> <p>CWM– Develops an understanding of how to create and use sounds</p>

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