



Russell Street School

Nursery – Summer 1- Theme: Occupations



Literacy

Our focus will be on Nursery rhymes related to occupations such as 'Miss Polly Had a Dolly' and 'Five Currant Buns'.

We will be learn the pre-writing shapes required before moving on to formal cursive style letter formation in Reception. Some of us might be ready to practise writing our names. We will be drawing five currant buns and creating our own versions of rhymes such as 'Five Little Spotty Dogs' using the rhyme 'Five Little Speckled Frogs'.

Mathematics

We will be counting regularly including in our daily circle time sessions when we count how many children are in our group. We will continue to develop our number skills through activities such as counting five pennies and taking one penny away every time someone buys a currant bun.

The focus this half term is on recognising numerals. We will go on a number hunt and we will play lots of games outside that require number recognition.

We will go on a shape walk and will continue to build on our knowledge of the basic shapes.

Physical Development

As well as having access to the equipment in our Early Years garden to develop our physical skills we will learn to ride a bike. At first we will continue practising the skills we need using scooters and balance bikes.

We will continue to develop our fine-motor control in pre-writing sessions and learning how to form letters in our phonics lessons.

Communication and Language

We will learn the the word occupation. We will focus on asking questions. Grown-ups who have different occupations will visit us and we will ask questions we want to find out the answer to.



Personal, Social and Emotional Development

We will be continuing our whole school approach to PSE called 'Jigsaw'. The focus this half term will be on 'Relationships'.

We will continue our 'All About Me' Sessions and the children will take turns to share something from home with their group. We will have the opportunity to be more outgoing towards unfamiliar people when we have visitors in nursery.

Expressive Arts and Design

Exploring media and materials: As always, we will have access to a range of construction kits. We will continue to singing nursery rhymes and use these to make up our own.

Being imaginative: We will be making a junk model emergency vehicle and making salt-dough bakery items when we talk about the occupation of a baker. We will have the opportunity to create a fire scene using a colourwash for the background and black shapes to create a silhouette effect.

Understanding the World

The world: We will be developing our understanding of growth, decay and changes over time when we plant sunflower seeds.

We will learn about lots of different occupations and finish our half term with a visit from 'Little City'.

Highlighted objectives show Development Matters coverage in Summer Term.

3 and 4 year old will be learning to:

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

Through daily interactions and routines:

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time, which can be difficult.

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.

Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.

NB

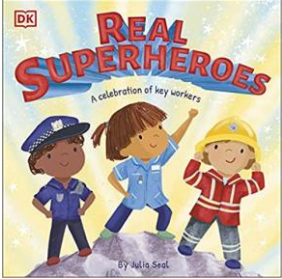
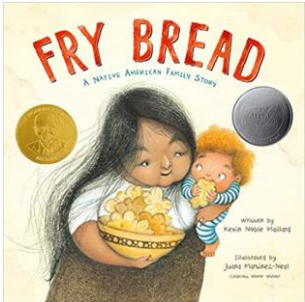
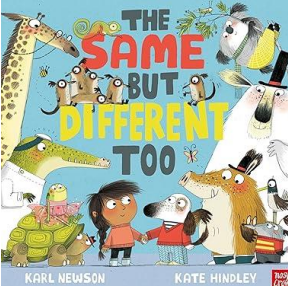
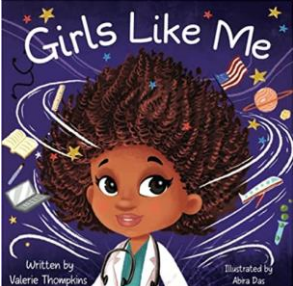
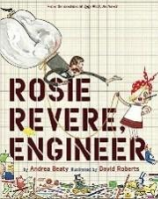
Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

	13.4	20.4	27.4	4.5	11.5	18.5
Phonics	Oral segmenting and blending RWI - m	Oral segmenting and blending RWI – a.s and d	Oral segmenting and blending RWI – t, i and n	Oral segmenting and blending RWI – p, g and o	Oral segmenting and blending RWI – c and k	Oral segmenting and blending RWI – revision of sounds
Core Texts and Rhymes	 Miss Polly had a dolly – doctors/hospital	 5 Currant Buns - Baker	 London’s Burning – Fire-fighter	 Vets	 Scientists	 Engineer

Enhancement Texts	 Real Superheroes	 Fry Bread	 My Mummy is a Firefighter	 The Same But Different Too	 Girls Like Me	 Rosie Revere, Engineer
	<u>Reading</u> Fills in the missing word or phrase in a known rhyme. Miss Polly had a <u>teddy</u> Children correct.	<u>Writing</u> Enjoys drawing and writing on paper. Draw 5 currant buns and attempt numerals 1-5.	<u>Writing</u> Pre-writing shapes – focusing on later stages.	<u>Reading</u> Knows that print carries meaning. In groups of 3 read the text ‘Vets’ (RWI book). Learn ‘How much is that doggy in the window?’	<u>Reading</u> Shows awareness of alliteration – super scientists. Create own versions of rhymes, such as “Five Little Spotty Dogs”.	<u>Writing</u> Focus on formation of numerals – 1-5
New Vocabulary (Grandma Fantastic) 	Thinking – plan, suggestion, idea, strategy (in relation to feelings)	Tasting – delicious, scrumptious and tempting	Shapes - Side, edge, corner, curved, straight	Action – change, grow, alter, difference (in relation to animals)	Phonics - Alliteration	Clockwise Anti-clockwise
Circles	“What makes you feel better when you are poorly?” I feel better when...	“What would you buy from the bakery?” I would buy...	“When have you seen fire?” I have seen fire... What is your favourite shape? My favourite shape is...	“Do you have a pet?/What pet would you like?” I have/would like...	“What would you want to ask a scientist?” Show a selection of objects such as apple, biscuit and carrot.	“How could you make a bridge?”

					Create phrases such as “I like Anna. She likes...” Can the children complete the alliterative phrase?	
Handwriitng	Focus on m	Focus on s	Focus on c	Focus on a	Revision of m, s, c and a	Focus on number formation

3-4 year olds will be learning to:

In everyday interactions and play:

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Explore different materials freely, to develop ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

Music lessons:

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Week	Expressive Art & Design (Art) 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Colour mixing	Choose and make colours. Primary colours are red, yellow and blue.	colour primary secondary mix	Investigative	That there are 3 primary colours and these can be mixed to create secondary colours.
2	Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Making and then painting salt-dough items.	Use what you know.	know	Experiences of dough.	If dough is baked it goes hard.

3	Uses 3D and 2D structures to explore materials and/or to express ideas.  Fire scene	Know that art can be 2D or 3D.	2-dimensional 3-dimensional	Awareness that art can take on the form of 2D or 3D.	2D - having or appearing to have length and breadth but no depth. 3D - A three-dimensional object is solid rather than flat, because it can be measured in three different directions, usually the height, length, and width.
4	https://www.fantasticfunandlearning.com/my-pet-fish-art-project.html To create closed shapes with continuous lines and begin to use these shapes to represent objects. 	Know that art can be 2D or 3D.	2-dimensional 3-dimensional	Awareness that art can take on the form of 2D or 3D.	2D - having or appearing to have length and breadth but no depth. 3D - A three-dimensional object is solid rather than flat, because it can be measured in three different directions, usually the height, length, and width.
5	Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Colour mixing Colour Mixing Windows 	Choose and make colours. Primary colours are red, yellow and blue.	colour primary secondary mix	Investigative	That there are 3 primary colours and these can be mixed to create secondary colours.
6	Uses 3D and 2D structures to explore materials and/or to express ideas. Making structures – STEM projects	To know that structures can be made using different shapes.	3-dimensional	Awareness that art can take on the form of 2D or 3D.	2D - having or appearing to have length and breadth but no depth. 3D - A three-dimensional object is solid rather than flat, because it can be measured in three different

					directions, usually the height, length, and width.
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3-4 year olds will be learning to:

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Begin to make sense of their own life story and family's history.

Show interest in different occupations

Explore how things work.

Plant seeds and care for growing plants

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Continue developing positive attitudes about the differences between people

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Week	Understanding the world: The World, Technology and People and Communities	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
If possible invite people who have different occupations in to talk about their job. Encourage the children to think of questions that they would like to ask.					
1	Developing an understanding of growth, decay and changes over time. Plant sunflower seeds/potatoes	To know the life-cycle of a sunflower.	germinated seed flower leaves stem root	Scientific	Animals need love and care to thrive. The life-cycle continues over and over again.
2	Shows interest in different occupations. Baker – baking activity	To know what occupation means. To know that there are many different occupations.	occupation job different	Sense and understanding of the world	That there are many different types of occupations.
3	Uses pipes, funnels and other tools to carry/ transport water from one place to another. Putting out 'fires'	We can transport water in different ways.	transport carry	Investigative	Water is a liquid. A liquid flows and changes shape to fill the space around it. It takes on the shape of whatever container it is in.

4	Visit from vet? To begin to understand the need to respect and care for all living things. Watching life-cycle of butterfly – Pet Day link	To know how to care for animals.	veterinarian animals responsibility needs care	Sense and understanding of the world	The basic needs of an animal – food, water and shelter.
5	Talks about why things happen and how things work. Science experiment - Magic dancing milk	To know that chemicals can cause a reaction.	chemical reaction	Scientific – chemical reactions	When the washing up liquid comes into contact with the milk it weakens the chemical bonds between the fats, proteins and the rest of the milk.
6	 Talks about why things happen and how things work. Build the better bridge Use recyclables and household objects to see who can build the strongest bridge.	To understand important connections and concepts in engineering.	balance build structure strong	Balancing – opportunities to balance such as block area	A bridge is a structure to cross an open space or gap. Bridges need to be strong so they can carry people and vehicles over water or other obstacles.

3 and 4 year olds will be learning to:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Week	Physical Development	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. Teach children to skip over the course of 6 weeks. See separate skipping teaching plan.	To ride a bike.	pedal balance	Learning to ride a bike requires gross motor skills, visual motor skills and sensory motor skills in addition to strength and balance.	Procedural knowledge, also known as imperative knowledge, is the type of knowledge exercised in the performance of a task. It's basically "how" you know to do something. The classic example of procedural knowledge is riding a bicycle. Once you figure it out, it quickly becomes implicit knowledge.
2					
3					
4					
5					
6					

3 and 4 year olds will be learning to:

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

Week	PSED 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills/British Values 	Key Knowledge 
1-6	Shows confidence in speaking to others about their own needs, interests and opinions in familiar group. Weekly 'All About Me' sessions	Tell my friends all about me.	interests	We listen to and respect other people's opinions and values.	You need to be clear when speaking to others so that they can understand you.
1	See themselves as a valuable individual. Relationships Jigsaw 1 - My Family and Me!	I can tell you about my family.	family	We know that we are all special.	We all have unique families. Families are the same and different.
2	Try to solve friendship problems when they occur. Relationships Jigsaw 2 – Make friends, make friends, never ever break friends Part 1	To be socially skilled and take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support	friendship	We listen to and respect other people's opinions and values.	We are not always going to agree with somebody else.

3	Help others to feel part of a group. Relationships Jigsaw 3 - Make friends, make friends, never ever break friends Part 2	To invite others to play and attempt to join others' play.	friendship	We try to help.	We can play games that require more than one person.
4	Show respect in how they treat others. Relationships Jigsaw 4 – Falling Out and Bullying Part 1	To use their experiences of adult behaviours to guide their social relationships and interactions.	Friendship bullying	We treat everybody equally.	Unkind words are like the cream/foam, once they are out they can never go back in.
5	Know how to help themselves and others when they feel upset and hurt. Relationships Jigsaw 5 - Falling Out and Bullying Part 2	To show increasing consideration of other people's needs.	Friendship	We try to help.	Unkind words are like the cream/foam, once they are out they can never go back in.
6	Stranger Danger (from Term 2:2) Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Helthy Me Jigsaw 6 - Stranger Danger	I know what to do if I get lost and how to say NO to strangers	stranger	We understand the consequences of our actions.	"Stranger danger" is the idea or warning that all strangers can potentially be dangerous.

3 and 4 year olds will be learning to;

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (potato printing)

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Forest School

Use informal language like 'pointy', 'spotty', 'blobs', etc. Forest School

Extend and create ABAB patterns – stick, leaf, stick, leaf. Forest School

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Week	Mathematics	Learning Intention/Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Recognising and naming digits. Giant dot-to-dot Make a giant dot-to-dot on the playground, by chalking numbers on the ground that the children have to connect in the right order to make a shape or picture. For younger children stick to simple shapes using fewer numbers; for older children you can make it a bit more difficult.	To recognise a pattern. To extend a pattern. To begin to recognise numerals 0 to 10.	pattern same different repeat number numeral	Noticing things that are the same or different. Number recognition skill is the term collectively used for the ability to recognise, visualise as well as name the very basic numerals – the numbers.	Pattern is: An arrangement of items, such as colours, shapes, sounds, or numbers, that follows a repeating rule. Visual discrimination, or distinguishing a numeral by sight, is an important part of developing numeral
2	Recognising and naming digits. Focus on 5 – 5 currant buns and 5 pennies.				
3	Recognising and naming digits				

	Number bubble game Draw lots of chalk circles on the ground outside, with a number inside each (1 to 5 initially), distributing them evenly so that you end up with several 1s in circles, several 2s in circles, and so on (make sure you have enough for each child playing the game). Call out a number and each child has to find a circle (bubble) with that number and stand in it. Make it more fun by blowing bubbles over the children in between each round. Responds to both informal language and common shape names. Go on a shape walk in school.				recognition. Some numerals have a similar appearance, like 6 and 9, 1 and 7, or 2 and 5 are often confused or written backwards. Children need to be supported to identify and read them in their everyday environment and provided with numerous visual and tactile experiences.
4	Extend and create ABAB patterns. Demonstrate with different animal footprints. Give children the opportunity to work independently on this in the continuous provision area.				
5	Recognising and naming digits. Dice tally Take a sheet of card and make a grid of six squares, labelling them 1 to 6 using numerals. Roll a die and keep a tally in the squares of how many times each number comes up. Children could do this individually, each with their own separate grids, or in pairs or small groups using the same grid but their own dice.				
6	Recognising and naming digits. Musical number tiles This is a musical variation of the bubble game. Lay out some foam number tiles on the floor, making sure you have plenty for all of the children playing (if you don't have foam tiles, make your own using some card but tape them down so that they don't slip). Play some music and get the children to dance around; when the music stops, call out a number and they have to jump onto a corresponding tile.				

Listen with increased attention to sounds.
 Respond to what they have heard, expressing their thoughts and feelings.
 Remember and sing entire songs.
 Sing the pitch of a tone sung by another person ('pitch match').
 Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
 Create their own songs or improvise a song around one they know.
 Play instruments with increasing control to express their feelings and ideas.

	Music 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
	Music- accompany each weeks music lesson with relevant topic songs in other sessions/ free play of instruments				
1	Recap names of instruments. Play I have sounds game- allow a child to play one of the instruments. Explore how we can play one instrument in different ways. Repeat for other instruments.	Explore ways of playing an instrument	Names of instruments	How we play different instruments	Recognising and naming instruments Knowing how each instrument can be played.
2	Recap what we learnt about different ways to play one instrument. Model creating a pattern using one instrument e.g. tap tap, scrape, tap tap, scrape. Pass the instrument around the circle and allow children to copy the pattern. What other patterns could we make?	Create patterns	Names of instruments Following a pattern	Following a pattern	Knowing what a pattern is
3	Explain that a conductor leads musicians. Show children a clip of a conductor leading an orchestra André Rieu - O Fortuna (Carmina Burana - Carl Orff) (youtube.com) Using instruments, model conducting the groups in the colours game.	Conductors		How to follow a conductor.	What a conductor is
4	What is a conductor? Allow children to be conductors in different ways. • Colours game • Pictures of different instruments pointed to • Point to performers • Hand signals.	Conductors		How to follow a conductor.	What a conductor is

5 and 6	Show children a piece of sheet music. Explain that musicians need to know how to play different pieces of music so they record what they are certain. Model simple mark making for different sounds with instruments.	Recording	Sheet music	how to follow sheet music. How to create sheet music.	What sheet music is and how it is used.
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