



Russell Street School

Nursery – Summer 2 - Theme: Seaside in Summer



Literacy

We will be reading a variety of books including 'The Rainbow Fish' and 'Sharing a Shell'. As we will be learning about the life cycle of a butterfly, we will be reading 'The Very Hungry Caterpillar'.

We will be continuing to learn to write our name using a cursive style. Some children may be ready to learn how to form other letters too. We will be starting to learn our letter sounds using the school's approach to Phonics teaching 'Read, Write, Inc'. This will include learning to segment and blend sounds in words orally.

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 one-to-one correspondence when counting shells and adding the spots on one side of the ladybird to the spots on the other side (to 5).

We will be creating a repeating pattern caterpillar.

We will be learning about capacity when we fill up our sandcastle buckets, revising the language of full, half-full and empty.

There will be a sock shop and a shoe shop and the children will be encouraged to use their knowledge of numbers to create tickets and price labels.

Physical Development

As well as having access to the equipment in our Nursery garden to develop our physical skills we will learn to safely climb a tree in the orchard and compete in traditional races such as the egg and spoon race.

We will continue to develop our fine-motor control through the programme 'WriteDance in Nursery'. We will make paper-chain caterpillars and cut and stick pictures of the lifecycle in the correct order.

Communication and Language

Grandma Fantastic will teach us new vocabulary such as tide and coast.

We will focus on different tenses such as swim and swam.



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 'Changing Me'.

We will be preparing the children for Reception and we will give the children opportunities to visit the Reception team.

Expressive Arts and Design

Exploring media and materials: We will be exploring colour when we make a symmetrical butterfly painting. We will be creating our own dances and singing songs such as 'When I was one'.

Being imaginative: We will be making our own 'Very Hungry Caterpillar' books, a tea-stained treasure map and creating an under the sea scene. We will also be mixing primary colours to create secondary colours to consolidate our knowledge on colour mixing

Understanding the World

We will be learning about the life cycle of a butterfly and we will have our own caterpillars in Nursery to observe and look after. We will also be talking about how reusable bottles are better than plastic bottles, when we talk about looking after the sea.

We will be looking closely at our fingerprint using chalk on black paper when we talk about being unique in our 'The Rainbow Fish' week.

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.

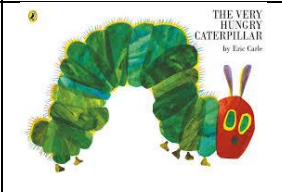
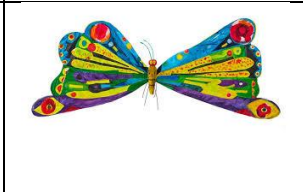
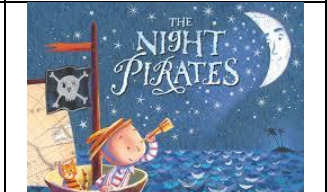
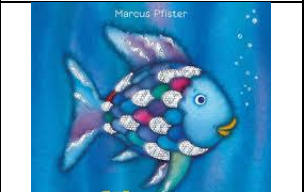
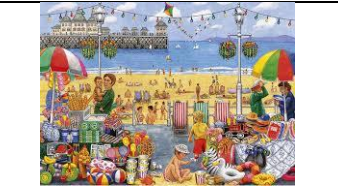
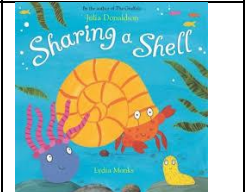
Pay attention to more than one thing at a time, which can be difficult.

Use a wider range of vocabulary.

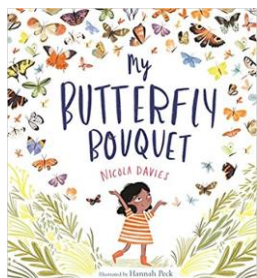
Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.

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

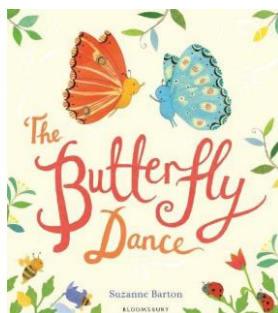
Sounds left to learn - u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng and nk

Phonics	u, b and f	e, l and h	sh, r and j	v, y and w	th, z and ch	qu, x, ng and nk	
Core Texts							
	1.6 The Very Hungry Caterpillar	8.6 The Very Hungry Caterpillar	15.6 Pirates	22.6 The Rainbow Fish	29.6 Induction	6.7 'Oh, I do like to be beside the seaside'	13.7 Sharing a Shell

My Butterfly Bouquet



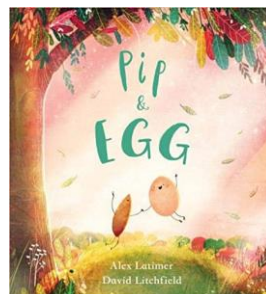
The Butterfly Dance



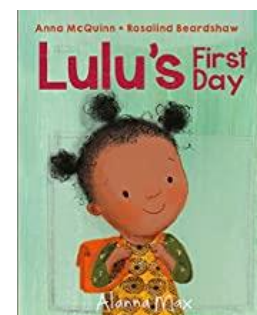
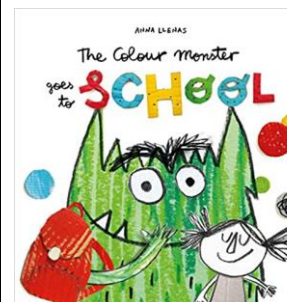
Ten Little Pirates



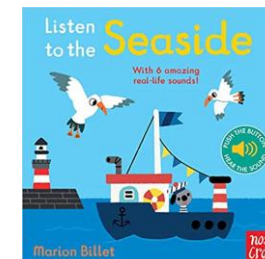
Pip and Egg



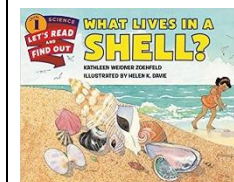
The Colour Monster goes to School



Listen to the Seaside



What Lives in a Shell?



Reading

Print has meaning.

Writing

The names of the different parts of the book.

Reading

Recognising own name from a selection.

Write some or all of their name.

Writing

Hand-writing - Wave pattern

Page sequencing – beginning, middle and end

Writing

Print can have different purposes.

Creating cards for new teachers.

Reading

Spot and suggest rhymes.

Summer Poems – learn a poem. Create a rhyming poem.

Reading

Focus on oral segmenting and blending (objects shell, crab etc)

Count or clap syllables in a word

Recognise words with the same initial sound, such as money and mother

	Action – change, grow, alter, difference and metamorphosis	Touch – delicate, fragile, gentle	Tide, coast, island	Swim, plunge, dive	Feeling – frightened, anxious, courage	Tenses – swim, swam	Environment, climate, solar, energy
Circles	“Would you rather be a caterpillar or a butterfly?” “I would rather be...”	“If you could fly anywhere where would you go? “I would fly to...”	“Do you prefer playing in the sand or the water?” “I prefer...”	“What is your favourite colour in the rainbow?” “My favourite rainbow colour is...”	“What are you most looking forward to doing when you go into Reception?” “I am looking forward to...”	“What is your favourite flavour of ice-cream?” “I like...”	“How can we look after our environment?” “We can...”
Handwriting	y	w	z	Revise letters by groups – a, c, d, o and g	Revise letters by groups – n and m	Revise letters by groups – b, h, l and l	Revise letters that children need to have the most practise of.

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.

Week	Expressive Art & Design (Art) 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Creates representations of both imaginary and real-life ideas, events, people and objects. Symmetrical butterfly prints using paint	To create a symmetrical print.	symmetry same	Paint on one side of the paper, fold the paper and it will leave a symmetrical print on the other side.	Butterflies have a single line of symmetry down the middle of their body, meaning the patterns on their wings are the same on both sides.

2	Experiments with ways to create shapes. Printing – caterpillar (red segment, yellow segment. Red segment etc using circular objects)	Choose a paint. Choose an object. Print by putting the object in to the paint and printing on the paper.	experiment print shape/s	Printing	That an object can leave a print when placed in paint The print can make different shapes and patterns
3	Responds imaginatively to art works and objects. Create a treasure map (tea stained paper) Telescope	To create an aged effect.	effect	Take a tea bag and squeeze it slightly so some tea(the liquid) falls onto the paper. Paint the paper until the tea you have squeezed onto the paper is completely soaked in. Repeat until your entire paper is stained with tea. Let it dry off before handling it any further.	Paper turns yellow because of oxidation. Paper is made from wood, which is made up mainly of white cellulose. Wood also has a lot of a dark substance in it called lignin, which ends up in the paper, too, along with the cellulose. The exposure of lignin to air and sunlight is what turns paper yellow.
4	Continues to explore colour and how colours can be changed. Rainbows – mixing primary colours to make secondary colours	To know that there are three primary colours and that they can be mixed to make secondary colours.	rainbow colours primary secondary red orange yellow green blue indigo violet	Mixing colours	Secondary colours: These are colour combinations created by the equal mixture of two primary colours. According to the traditional colour wheel, red and yellow make orange, red and blue make purple, and blue and yellow make green.
5 and 6	Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Fish scene (marbling)	To know how to use marbling inks.	marbling ink oil surface pattern/s	Marbling	Marbling inks work on the principle that oil and water do not mix , and by using a prepared, thickened liquid, the inks are forced to float on the surface where

					they can be manipulated into patterns before being transferred to paper or fabric.
7	Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Seaside collage	To create a collage.	Collage	Fine motor skills. Awareness of colour and texture.	Collage is a simple craft activity that involves pasting items like leaves or photographs onto a sheet of paper.

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 
1 and 2	Developing an understanding of growth, decay and changes over time. Caterpillar to butterfly life-cycle (Insectlore delivery of caterpillars)	To know the life-cycle of a butterfly.	egg larva pupa adult	Scientific	The life-cycle continues over and over again. <i>Are a cocoon and chrysalis the same thing?</i> While pupa can refer to this naked stage in

					either a butterfly or moth, chrysalis is strictly used for the butterfly pupa. A cocoon is the silk casing that a moth caterpillar spins around it before it turns into a pupa. ... This is the larva's final molt as it transforms to a chrysalis.
3	Makes observations of animals. Bug Hunting	To observe animals.	observe look see	Observation skills	Observation skills refer to the ability to use all five of your senses to recognise, analyse and recall your surroundings.
4	Knows about similarities and differences between themselves and others. Fingerprints (chalk on black paper – unique fingerprint)	To know that we are all unique.	unique different	Scientific	People's fingerprints are all different.
5	Induction				
6	Talks about the features of their own immediate environment and how environments might vary from one another. Climbing a tree	To know what a pond is.	pond still water small	Scientific	A pond is a small area of still, fresh water. It is different from a river or a stream because it does not have moving water and it differs from a lake because it has a small area and is no more than around 1.8m deep.
7	Begin to understand the effect their behaviour can have on the environment. Environment focus – re-usable bottles not plastic etc.	To know how we can protect the environment.	environment	Environmental science	Recycle and buy sustainable products.

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.

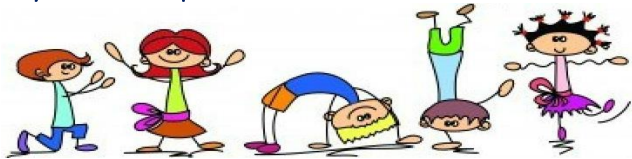
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

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	Handles tools, objects, construction and malleable materials safely and with increasing control and intention. Paper chain caterpillar	To use one-handed tools and equipment, e.g. make snips in paper	feed attach connect link	Motor skills, hand-eye co-ordination, scissor skills and pincer grip.	You have to feed the paper through the previous chain and attach using sticky tape or glue.

		with child scissors.			
2	Shows understanding of how to transport and store equipment safely – scissor safety. Cut and stick life-cycle of butterfly	To know how to transport and store scissors safely.	transport safely store	Listening carefully to the safety rule.	Hold scissors with the blades closed, gripping the blade end in the hand, forming a fist around the blades, and leaving the handles exposed. The scissors should be held close to one's side when walking.
3	Manipulates a range of tools and equipment in one hand. Pencil control – wave pattern	To create a handwriting pattern.	up down curved	Developing pencil <i>control and fine motor</i> skills.	Holding the pencil, manipulating it within the hand, efficiently and effectively stopping and starting on lines, forming letters with turns in direction, and managing minute pencil strokes within a given writing space all require pencil control.
4	Uses a pencil and holds it effectively to form recognisable letters. Practise name. Name card to go home with children to practise over the summer.	To form recognisable letters.	up down straight curved left right left	Developing pencil <i>control and fine motor</i> skills.	Holding the pencil, manipulating it within the hand, efficiently and effectively stopping and starting on lines, forming letters with turns in direction, and managing minute pencil strokes

					within a given writing space all require pencil control.
5	Induction week – activities with new teacher				
6	Begins to walk, run and climb on different levels and surfaces. Climbing a tree in the orchard	To climb a tree.	trunk broad	https://www.nationaltrust.org.uk/features/how-to-climb-trees	Keep three parts of your limbs (on the tree at all times! Check that it's dry before you climb as wet trees are really slippery. Good trees for climbing have broad trunks - ones that are thinner than your legs will probably be too little for proper climbing.
7	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 'Sport's Day' activities – egg and spoon race etc. SCHOOL FIELD?	To negotiate space.	space adjust speed direction	motor skills co-ordination balance	Egg and spoon race – the egg needs to stay on the spoon Running race – requires speed

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 
1-7	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	Can name and identify different parts of the body. Jigsaw 1 – My body	I can name parts of my body and show respect for myself.	body head shoulders	We know that we are all special.	That our body is made up of different parts.

			knees toes		
2	Understands need for variety in food. Jigsaw 2 – Respecting my body	I can tell you some things I can do and some food I can eat to be healthy.	food healthy variety often sometimes	We understand the consequences of our actions.	Provides a range of different nutrients to the body, promotes good health and can help reduce the risk of disease.
3	Developing an understanding of growth, decay and changes over time. Jigsaw 3 – Growing up	I understand that we all start as babies and grow into children and then adults.	change grow baby children adult	We know that we are all special.	We all grow and change.
4	Developing an understanding of growth, decay and changes over time. Jigsaw 4 – Growth and change	I know that I grow and change.	change grow baby children adult	We know that we are all special.	We all grow and change.
5	Induction Week				
6	Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. Jigsaw 5 – Fun and fears	I can talk about how I feel moving to School from Nursery.	feelings excitement anxious	We listen to and respect other people's opinions.	We can feel more than one feeling/emotion at the same time.
7	Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group. Jigsaw 6 - Celebration	I can remember some fun things about Nursery this year.	memory	We listen to and respect other people's opinions.	We all have different memories.

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.

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

Extend and create ABAB patterns – stick, leaf, stick, leaf. The Very Hungry Caterpillar

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	Linking together number words, digits and quantities Set up a long washing line with pegs and a washing basket of different sized socks, so that children can find pairs and peg them up. Focus on size and length, rather than colour or pattern, providing opportunities for comparing and ordering.	Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond.	numbers digits quantity amount total count	There are two stages of counting that all children go through – rote counting and rational counting (one-to-one correspondence).	One to one correspondence is the ability to match an object to the corresponding number and recognise that numbers are symbols to represent a quantity.
2	Linking together number words, digits and quantities Same activity as last week. Extend.. Have we got enough socks for all these dolls? How can we find out? What if we order all the socks going from the baby ones to the biggest ones? Can we count them in twos? What do you notice when you count in twos? How many pairs of baby socks are there?			Rational counting means a child is able to assign the correct number name to each object as they are counted in succession. The child is then able to answer the question of how many objects there are in total.	Numbers and symbols are abstract for children so 1:1 correspondence is the connection between the symbol, the language and the quantity
3	Linking together number words, digits and quantities Same activity as last week: Extend...			One to one correspondence is when a child moves past rote counting and is able to count rationally – by assigning one number to each item, in the correct sequence. It means to count objects reliably, one at	

	Recording Can you think of a way to show how many of each kind of sock we have, so we can check that we haven't lost any?			a time, and give a total value to answer the question 'how many?'	
4	Linking together number words, digits and quantities Set up a sock shop - pricing the pairs of socks and paying with coins.				
5	Induction Week				
6	Linking together number words, digits and quantities Set up a shoe shop – pricing the pairs of shoes and paying with coins.				
7	Linking together number words, digits and quantities Extend...Shoe shop – measuring feet Create tickets for queing system etc.				