

Nursery Summer Overview

	Summer 1	Summer 2
Topic	The Farm	The Seaside
<u>Communication and Language</u> Leads to NC: English	During our final term in Nursery, we will build on the children's confidence to talk. We will encourage <i>'talk'</i> when choosing activities and resources, <i>'talk'</i> to organise play, <i>'talk'</i> when assigning roles and directing others within play. We will add to our list of known nursery rhymes and songs, and will encourage children to talk about their favourite parts. To include <i>Old Macdonald Had a Farm</i>, the <i>Enormous Turnip</i> and the <i>Little Red Hen</i>. We will also encourage children to ask and answer <i>'why'</i> questions. We will share familiar books and ask children to join in with repeated sections and comment on, or answer questions about the illustrations.	This half term, we will talk about events that are happening now and events from the past, using appropriate tenses. We will look at <i>Cullercoats Bay</i> then and now. Children will begin to <i>'read along'</i> with very familiar books and comment on books as they are being read. We will share favourite books and be able to talk about them, as well as a wider range of rhymes. We will model and encourage children to form sentences that offer clear explanations. For example, Sarah let me pay with the ball. My dad helps me put my sun cream on etc. We will encourage children to follow two part instructions in our setting. For example, put your coat on then line up.
<u>PSED</u> Leads to NC: PSHCE	During this term, we will continue to encourage children to follow classroom expectations without reminders. We will ask children to contribute to decisions about room layout, and activities and resources on offer within our continuous provision. We will continue to explore feelings through stories and songs and we will use a small range of words to describe the emotions of story characters and friends. We will think carefully about how to be a kind friend. Special visitors such as Andrea from <i>'Animals about the Town'</i> will come into Nursery. We will encourage good listening and ask children to talk to her and ask questions with confidence.	When playing either indoors or out, we will encourage play opportunities with other children, and in small groups, to extend and elaborate on ideas. We will encourage children to listen to and understand simple resolutions suggested by adults to move on with play; allowing children to use self-calming methods and collaborative play. We will encourage children to carry out simple tasks to help someone else. For example, finding someone's sun hat, offering help if some falls over.

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<u>Physical Development and Literacy</u> Leads to NC: PE, Art, DT and Music	Within our continuous provision, children will build on their coordination, climbing and balancing skills. They will have opportunities to run at speed, negotiating obstacles, and to travel above floor height using slow and controlling movements. We will introduce set activities to build on core skills as transition for Reception PE lessons. Together, we will weave materials into small and large frames, encouraging independence over time. We will use buttons, zips, velcro and ribbons to encourage children to use simple fastenings with adult support when needed. We will use and explore simple mechanisms like pulleys, wheels and screws. We will continue to use <i>Penpals</i> and <i>Dough Disco</i> programmes for fine and gross motor skill development. We will also continue to use name templates to write our names, progressing to writing names on a line when children are ready.	In our continuous provision, children will have opportunities to drive '<i>ride on</i>' toys at speed, using the pedals and steering around obstacles. Children will be encouraged to collaborate with others to transport large items safely. To include tyres, boxes, sacks etc. We will encourage children to compete in simple challenges with adult support and copy moves, shown by an adult, in a variety of ways. Children will be encouraged to use a knife and a fork independently at dinner time and in role play areas. In mark making, children will be asked to repeat movements with control and ascribe meaning to their marks. Also, to use a tripod grip to make marks, including enclosed spaces. We will play '<i>follow my leader</i>' in small groups, imitating a range of gross motor movements. We will continue to use <i>Penpals</i> and <i>Dough Disco</i> programmes for fine and gross motor skill development. We will practise writing our names independently as transition for the move into Reception.
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Literacy Leads into NC: English

We will ask children to locate familiar books within a larger collection and continue to use pictures to tell these stories and ask children to talk about their preferences.

Children will be encouraged to answer how or why questions about a book.

We will introduce repetitive features from familiar books and ask children to suggest what might happen next from memory.

We will sing a selection of rhymes off by heart.

Children will have opportunities to create a range of marks with different tools and talk about their purpose. We will encourage mark making to include strings of symbols and ask children to ascribe meaning to them.

We will look at signs we see all around us. For example, classroom labels, signs on the farm, in shops etc.

In our pre-phonics lessons, we will look at phase 1 sounds and initial sounds using *Monster Treasure Hunt*, *Phonics Play* and other activities and songs.

We will encourage children to name and locate favourite books and give a very brief description of plot elements and/or characters.

We will re-enact very short sections from favourite texts using puppets or small world figures.

Children will see how to use the structure of a text to anticipate when to join in and suggest what may happen next in unfamiliar books drawing on the plot so far.

We will explore the difference between the text and the illustrations in our favourite class books.

We will look at familiar letter symbols in the environment, such as letters in our names, house numbers and street names etc.

We will encourage children to use imitative writing during role play and use a hand preference when writing.

There will be writing opportunities which encourage children to write symbols in an order which approximates to their name.

In our pre-phonics lessons, we will look at phase 1 sounds within words, using *Monster Treasure Hunt*, *Phonics Play* and other activities and songs for word building.

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Maths Leads to NC: Maths

In maths, we will be using the [White Rose](#) Units:

Match, sort and compare
Lead on own repeats
Talk about dots
Match, talk, push and pull

Within these units and additionally through teacher led activities and continuous provision, we will link numerals to sets of 1,2 and 3.

We will practise our measuring skills and use the correct measurement vocabulary to describe objects that are heavy, tall, big, tiny, full and empty.

We will also compare lengths by accurately identifying longer, shorter and taller.

We will continue to use positional language words, encouraging the children to use precise vocabulary in their play and when looking at illustrations in books.

The children will continue to explore patterns and will be able to continue a linear [ABAB](#) repeating pattern.

In maths, we will be using the [White Rose](#) Units:

Take and give 1,2,3
Show me 5
Stop at 1,2,3,4,5
making patterns together
My own pattern

Within these units and additionally through teacher led activities and continuous provision, we will link match numerals and quantities up to 5.

We will continue to enjoy singing number rhymes and counting songs, which involve counting forwards and backwards.

Through our [Sports Day](#) activities, we will begin to make marks to record and count mathematical experiences.

This half term, we will also continue to build, explore and combine different shapes and we will encourage the children to narrate the effects created. We will also be comparing the area of shapes, stating which shapes are bigger and smaller.

Our '[pattern](#)' work continues this half term where we will enjoy making a repeated action pattern e.g. clap, jump, clap, jump. We will also learn to spot and error in a repeating pattern.

We will begin to talk about the language of '[time](#)' and will read stories linked to '[day and night](#)' such as [Night Monkey](#), [Day Monkey](#) by [Julia Donaldson](#).

We will also talk about things that have happened in the past and things that are going to happen - transition link - moving into Reception.

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<u>Understanding the World</u> Leads to NC: Science, History, Geography, RE, ICT and DT	We will use junk boxes, bubble wrap and other resources to actively explore the properties of everyday materials. Children will demonstrate a range of actions with remote control toys when taking animals to and from their fields and moving produce from one area to another. We will model and ask children to narrate, a stage at a time, the way a growing animal or plant is changing using farm animals and crop examples. Using photos from home, children will be asked to name their family members and talk about them. Children will enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately. We will match environmental sounds to pictures, down on the farm. Children will describe and re-enact some of the roles of community figures.	We will encourage children to talk through their thoughts and planning ideas as they explore properties of everyday materials and answer yes or no questions during adult-led experiments. Children will have opportunities to use remote control toys to a particular end and explain how to do it. Over this half term, we will use pulley systems, ride on toys and digger toys to achieve a set goal. For example, lifting and moving sand from one end of our mini beach to another. Through beach creature discussions and minibeast hunts, children will work alongside adults, imitating their actions as they care for living things. They will be encouraged to talk through animal changes. We will match environmental sounds to pictures. For example, waves crashing, seagulls squawking. We will work alongside each other, imitating actions as children learn to care for living things that have homes in the sea and rock pools, in the sand and in shells.
<u>Expressive Arts and Design</u> Leads to NC: PE, Art, DT and Music	We will use role play and hot seating activities to encourage children to speak in character within simple story telling. We will make a house for the animals by joining materials in a range of ways; making things for a purpose. This term, children will use mark making tools with more control and will be encouraged to add detail to shapes. We will use instruments to keep time and sing our favourite songs with musical accompaniment.	We will encourage children to generate simple stories inspired by props and create original stories with small world figures including dialogue. This term, we will use mark making tools to make very simple representational drawings of things around us, to include a beach scene. Children will use familiar percussion instruments to match beach sounds. We will sing simple, repetitive songs and melodic nursery rhymes off by heart.
Trips/Visits	Farm visit	Nursery Sports afternoon Lifeboat Station Beach Trip End of Year <i>Stay and Play</i> celebration for parents