



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 learning to write our name using a cursive style. Some of us might be ready to practise writing our whole name. Some of us will learn some of the letters in 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 when we visit the bakery in Stony Stratford 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 through programs such as 'Dough Disco', as well as practising the pre-writing shapes and learning how to form letters in our phonics lessons.

Communication and Language

Grandma Fantastic will teach us 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 sing nursery rhymes and use these to make up our own.






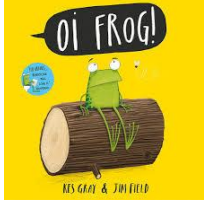
Being imaginative: We will be making a junk model emergency vehicle and making salt-dough bakery items when we talk about the occupation of a baker. We will have the opportunity to create a fire scene using a colourwash for the background and black shapes to create a silhouette effect.

Understanding the World








The world: We will be pond dipping in our school pond and looking closely at water snails and newts. We will be developing our understanding of growth, decay and changes over time when we plant sunflower seeds.





People and Communities: We will visit the bakery in Stony Stratford and learn about the occupation of a baker.





Technology: We will continue to develop our ICT skills, using 'PurpleMash' to create different scenarios such as using 2City to create a doctor surgery by clicking and dragging items. We will be learning to transport water in different ways.





<p>Phonics</p>	<p>Explore different mouth movements with children – blowing, sucking, tongue stretching and wiggling. Show children how they can make sounds with their voices, for example:</p> <ul style="list-style-type: none"> ■ <i>Make your voice go down a slide – wheee!</i> ■ <i>Buzz like a bumble bee – zzzzzzz</i> ■ <i>Be a clock – tick tock.</i> <p>This can be extended by joining single speech sounds into pairs (e.g. ee-aw like a donkey).</p>	<p>RWI – m, a, s, d</p>	<p>RWI - m, a, s, d, t, i and n</p>	<p>RWI - m, a, s, d, t, i and n</p>	<p>RWI - m, a, s, d, t, i and n</p>
<p>Contexts</p>	 <p>Miss Polly had a dolly – doctors/hospital</p>	 <p>5 Currant Buns - Baker</p>	 <p>Five Speckled Frogs/Oi Frog - Vets</p>	 <p>London's Burning – Fire-fighter</p>	 <p>Scientists</p>
	<p><u>Reading</u> Fills in the missing word or phrase in a known rhyme. Miss Polly had a <u>teddy</u> Children correct.</p> <p><u>Writing</u> Draw 5 currant buns and attempt numerals 1-5.</p>	<p><u>Writing</u> Enjoys drawing and writing on paper. Draw 5 currant buns and attempt numerals 1-5.</p>	 <p><u>Reading</u> Knows that print carries meaning. In groups of 3 read the text 'Little Bird'.</p>	<p><u>Writing</u> Attempts to write their own name. Pre-writing shapes and name if ready.</p>	<p><u>Reading</u> Shows awareness of alliteration – super scientists.</p> <p>Create own versions of rhymes, such as "Five Little Spotty Dogs".</p>





<p>New Vocabulary (Grandma Fantastic)</p> 	<p>Thinking – plan, suggestion, idea, strategy (in relation to feelings)</p>	<p>Tasting – delicious, scrumptious and tempting</p>	<p>Action – change, grow, alter, difference (in relation to animals)</p>	<p>Shapes - Side, edge, corner, curved, straight</p>	<p>Phonics - Alliteration</p>
<p>Circles</p>	<p>“What makes you feel better when you are poorly?” I feel better when...</p>	<p>“What would you buy from the bakery?” I would buy...</p>	<p>“Do you have a pet?/What pet would you like?” I have/would like...</p>	<p>“When have you seen fire?” I have seen fire... What is your favourite shape? My favourite shape is...</p>	<p>“What would you want to ask a scientist?” Show a selection of objects such as apple, biscuit and carrot. Create phrases such as “I like Anna. She likes...” Can the children complete the alliterative phrase?</p>
<p>Handwriitng</p>	<p>Introduce children to the ‘whoosh’ (start of cursive style writing)</p>	<p>Focus on m.</p>	<p>Focus on a.</p>	<p>Focus on s.</p>	<p>Focus on d.</p>

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. Queen's Jubilee art Making a crown/bunting etc.	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 bakery items	Use what you know.	know	Experiences of dough.	If dough is baked it goes hard.
3	Experiments with ways to create shapes.  Frog handprint	Choose a paint. Paint your hand. Print your hand on 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
4 and 5	Uses 3D and 2D structures to explore materials and/or to express ideas.   Fire scene Fire engine	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.

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	To know the life-cycle of a sunflower.	germinated seed flower leaves stem root	Scientific	The life-cycle continues over and over again.
2	Shows interest in different occupations. Bakery visit	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	Developing an understanding of growth, decay and changes over time. Life-cycle of a frog - Mini-Mash = 2City - Vets Pond dipping – pond in the orchard	To know the life-cycle of a chicken.	tadpole froglet frog	Scientific	The life-cycle continues over and over again.
4	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.
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.

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.	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					

Week	PSED 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills/British Values 	Key Knowledge 
1-5	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	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.
2	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.
3	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.
4	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.
5	Know and show what makes a good relationship. Relationships Jigsaw 6 - Being the best friends we can be	To develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.	Friendship Relationship	We listen to and respect other people's opinions and values.	We can play games that require more than one person.

Week	Mathematics 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	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.	To begin to recognise numerals 0 to 10.	number numeral	Number recognition skill is the term collectively used for the ability to recognise, visualise as well as name the very basic numerals – the numbers.	Visual discrimination, or distinguishing a numeral by sight, is an important part of developing numeral 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.
2	Recognising and naming digits - Bakery visit week Number hunt Hunting for numbers when out on visit. There should be plenty of opportunities for number spotting, for example on front doors, gates, buses, cars, posters etc. Get the children to call them out when they see them. Take photos and display on Maths board. Focus on 5 – 5 currant buns and 5 pennies.				
3	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.				
4	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,				

	<p>each with their own separate grids, or in pairs or small groups using the same grid but their own dice.</p> <p>Responds to both informal language and common shape names.</p> <p>Go on a shape walk in school.</p>				
5	<p>Recognising and naming digits.</p> <p>Musical number tiles</p> <p>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.</p>				