



Saint Bede’s Catholic Primary School

Class Plan—Nursery (Summer)

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| |  <div>Sunshine & Sunflowers Shadows & Reflections</div>  |  <div>Big Wide World Splash</div>  |
| Term | Summer 1 | Summer 2 |
| Suggested Text | Shark in the Park/ Sun/ How does a Butterfly Grow? | Children talk about the global co community to which they belong and explore how livingthings, communities and climates differ around the world. Children will also be able to talk about water, including floating and sinking,freezing and melting, and whyit is important for living thingsto stay hydrated. |
| Intent | To know where somefood comes from andhow to look after living things. To be able to talk about what they see and make predictions. Children will be looking at natural phenomena, includingshadows, reflections and echoes. They will explore how shadows are formed and how they can change. | Children talk about the global community to which they belong and explore how livingthings, communities and climates differ around the world. Children will also be able to talk about water, including floating and sinking,freezing and melting, and whyit is important for living thingsto stay hydrated. |
| WOW starter | Letter from Eric Carle:Butterfly Habitat. Tadpoles. Visit. Curiosity cube. Planting sunflower seeds. Planting beansin jars Dentist/dental nurse visit. Fruit kebabs Food tasting. Animal visits. Curiosity Cube | Postcards from around the world. Sports Day CuriosityCube |
| Innovate Challenge | Planning a picnic. [Shadows and Reflections] - Makingsuncatchers. What colour is the rain? | Planning a trip. [Splash!] - Making ice lilies. |
| Memorable experience | Outside explorers. [Shadows and Reflections] - Reflections! Seasonalwalk. Local Park. Butterfly Habitat. Living Eggs. Farmvisit. | Fantastic journeys. [Splash!] - Splish splash! Train Visit toSaltburn. Seaside Trip |
| Key Values (collective worship) | Patience, Care, Humility | Care Humility DeterminationTrust Sportsmanship Endingsand Beginnings |
| Communication and Language | Uses talk to organise, sequence and clarify thinking, ideas and feelings. Learning rhymes by heart i.e. IncyWincy Spider Asking and answering questions Observing and discussing changes over time Changing your mind is ok,' it means you are learning Show Me— Tell Me Circle Time Story/song time | Talk about journeys the children have been on Discuss different types of transport andsuitability for the journey Discuss different places and what you might see there Discussions around contrastingcountries- weather, clothing, food, religion etc. Express an opinion about what they like ordislike Show Me—Tell Me CircleTime Story/song time |
| Religious Education | Growing, Good NewsCollective Worship, Life to the Full (RSE) | Friends God’s Wonderful World. Friends God’s Wonderful World. Collective Worship Life to theFull (RSE) |
| Personal, social and emotional development | Changing Me (N) Relationships (R) Relationships Caring friendships/ families.How do we stop ourselves from beinglonely? | Relationships (N) Everyone’s Welcome - The Family Book/ Mommy Mama and Me / Changing Me (R) Changing bodies / caring friendships. How do we feel when changeshappen? |
| Physical Development | PE Passport: Stability To balance on one leg To take turns and share resources, sometimes with support from others Tshow increasing control over an objectin pushing, patting, throwing, catching or kicking it. Fine Motor: Squiggle Wiggle - zig zag lines Funky Fingers Dough Disco Using tools (scissors – irregular shapes) Using tools (enhance and consolidate previous skills as needed following assessment) Gross motor skills; Funky Feet PE: Athletics | PE Passport: Target Games To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. To show an understanding of howto transport and store equipment safely. To show increasing control over an object in throwing it Fine Motor: Squiggle Wiggle - arches Funky Fingers Dough Disco Sewing Using tools (scissors – irregular shapes) Using tools (enhance and consolidate previous skills as needed following assessment) Gross motor skills; Funky Feet Yoga PE: Games / team games / athletics |
| Literacy | Understand that we read English text fromleft to right and from top to bottom. Is beginning to identify the main character and a key event in a story that they know well (with support). Create or copy voice sounds, e.g., drip, drip, drop. Count or clap syllables in a word. Recognise theirfull name. Hears middle sound phonemes Writes some of their name correctly. Writes someletters correctly Starting to make shapes that are recognisable as pre letter shapes. Can start to write name asa shape. | Make simple suggestions aboutwhat might happen next in a story. Engage in extended conversation about stories, learning new vocabulary. HearsPhase 2 end sound phonemes Reads 10 words (some mightbe of importance), e.g., I, see,like, my, mum, dad, cat, dog, go to the, a Orally segment and blend words. Recognise words with the same initial sound, such as mum, mouse and money. Five finger grasps used. Writes all of their name correctly. Use some of their print and letter knowledge in their early writing. |
| Talk 4 writing Texts | The Tiny Seed by Eric Carle , The Hungry Caterpillar by EricCarle | Oi Get off out Train , Mr. Gumpy's Outing |
| Phonics | Phonics Phase 1/2 Introduce writing sounds. Robot talk—physical cards available. | Phonics Phase 2: s a t p i n writing sounds Listening to andremembering sounds. Introducing two sounds a weekRobot Talk— verbally segmenting and blending. |
| Maths | Positional Language Subitising Recite numbers 1-5. Numeraland matching the number Shape Comparison, more/less, capacity Self-registration (10- frames), calendar, visual timetable, bookvoting, sticker charts (10-frames) | Subitising Positional LanguageSequence of events Making comparisons weight, size, capacity. Problems, writing numerals language related to money Self-registration (10- frames), calendar, visual timetable, book voting, stickercharts (10-frames) |

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| The World: People, Cultures & Communities (Past & Present: History) | How has it changed? Who takes care of ourgardens? Where do allof the minibeasts live? | Past and present-Comment onimages of familiar situations inthe past. Compare and contrast characters from stories, including figures from the past. People culture and communities -Know there are different countries and talk about what they have experienced or seen Continue to develop positive attitudes about the differences of people. How has life changed in the last ? years? Recognise some environ-ments that are different to the one in which they live. |
| The World: Geography-The NaturalWorld | People, culture and communities; Begin tounderstand the need for respect and care for the natural environment Go on a walk around the local area. | Take a plant/ animal spotter for children to mark off what they see. Draw maps of school outdoor area with areas they like/dislike. The natural world -Explore the natural world around them. What is special about our world? Discuss our wonderful world- or is it? Lookat climate change and pollution. Discuss ways in which we can help. Begin to understand the need for respect and care for the natural environment Use Google Earth and globes to locate different countries, linking to learning. |
| The World -Science | Talk about living and non living. The naturalworld - Understand features of life cycles of animal and plants What do plants need to grow? Children plant and grow their own beans/ sunflowers/ herbs [Shadows and Reflections] | Recycling- sorting and organising materials Exploring magnetism The natural word. Discuss how there are differentnatural environments around the world that have specific characteristics such as deserts,forests, islands |
| Expressive Arts & Design | Creating with materials; Being imaginative and expressive: Friendshiprainbow, designing vehicles, houses and homes. [Exploring Autumn] - Learn songs and rhymes linked to Harvest - seed patterns, conker creatures, seed shakers, weaving Use templates and stencils with pencils Wax crayon rubbings Print – fingers, stampers Paint – setup and use Mal-leable materials – use rolling pins and cutters Use felt tip pens Transient art - sand art Model with construction kits Collage – stick Focus artists – TonyPlant(sand art), Georges Seu-rat (pointillism) | Creating with materials; Being imaginative and expressive: Animal masks, animal patterns,transitional art. [Splash!] - Creating with materials; Being imaginative and expressive Building with different media Malleable materials – pottery/sculpture Junk model –moving parts Sewing Consolidate and refine previously taught skills and techniques independently Focus artists – Paul Clark (local artist), Barbara Hepworth (sculpture) |
| Music | Make music and experiment with waysof changing it. Createmovement in response to music. | Sing songs from memory. Represent own ideas, thoughtsand feelings through music. |