EYFS Half Term Learning Programme Nursery Summer 1 "Growing and change"

	Prime Areas				Specific Areas			
	Communication and language	PSED	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	
Intent "Curriculum"	Enjoy songs and rhymes, tuning in and paying attention. Use a wider range of vocabulary. Understand "why?" questions. Know many rhymes. Start a conversation with a friend and continue it for many turns. Use talk to organise themselves and their play.	Select and use resources and activities with help when needed. Develop their sense of responsibility and membership of a community. Play with one or more other children. Help to find solutions with conflicts and rivalries. Increasingly follow rules, understanding why they are important. (younger children will need more adult support with this.) Talk with others to solve conflicts. Begin to understand how others might be feeling.	Continue to develop their movement, balancing, riding and ball skills. Use large muscle movements to wave flags and streamers (plus painting etc.) Start taking part in some group activities that they make up for themselves. Choose the right resources to carry out their own plan. Use one handed tools and equipment. Use a comfortable grip and have efficient control over a pencil/mark making tool.	Begin to name the different parts of a book including cover and pages. Turn pages one at a time and find the "words/print." Write some or all of their name. Develop phonological awareness so that they can: Spot and suggest rhyme. Identify words that start with the same sound. Use some of their print and letter knowledge in their early writing.	Recite numbers past 5. Say one number for each object when counting. Show finger numbers up to 5. Link numerals with amounts. Solve real world mathematical problems with numbers up to 5. Describe a route. Compare objects based on size/height/length. Extend and create ABAB patterns.	Use their senses in hands on exploration of natural materials. Talk about what they see using a wide vocabulary. Develop a sense of their History. Plant seeds and care for growing plants. Understand the key features of a life cycle of a plant and an animal. Begin to understand the need to care for the natural environment and all living things. Continue to develop positive attitudes about the differences between people.	Make imaginative and complex "small worlds" using construction and small world kits. Create closed shapes with continuous lines and use these shapes to represent objects. Show different emotions in their drawings and paintings. Explore colour and colour making. Respond and listen carefully to different sounds. Sing the melodic shape of familiar songs. Play instruments with increasing control to express feelings and ideas.	
Implementation "Pedagogy"	Provide resources for children to learn through play-independently and with adult support. Wellcomm intervention groups-see separate plan.	Provide resources for children to learn through play-independently and with adult support.	Provide resources for children to learn through play- independently and with adult support.	Provide resources for children to learn through play- independently and with adult support.	Provide resources for children to learn through play- independently and with adult support.	Provide resources for children to learn through play-independently and with adult support.	Provide resources for children to learn through play- independently and with adult support.	

	Circle time daily	Dough Disco-fine	Adult to spend time in	Provide natural	Find out about local	Provide resources for
Books: Non-fiction-"Inside	introducing,	motor control and	the reading area daily.	resources and	heroes including staff	children to be
an egg"	"Good listening,	hand strength daily.	,	interesting things	in school, doctors and	creative outdoors-
The very hungry caterpillar.	Good sitting,	,	Provide books in	that children will	nurses etcensure	photos to model ideas
Jack and the beanstalk	Good looking."	Provide opportunities	different areas of	want to	children see their own	and then photos of
Jasper's beanstalk		for children to	Nursery including	touch/sort/count.	backgrounds and	things children have
One child one seed	Remind children of	develop gross motor	outdoors.		cultures reflected in	made.
Oliver's vegetables	rules in Nursery. Make	skills outside		Daily counting of	displays on	
	sure all new staff and	including	Support children in	number of children	occupations.	Stimulate young
	volunteers understand	scooters/climbing	making own books and	in circle.		children's interest in
	the routines and the	activities/balancing	read as part of story		Children to take on	modelling
	behaviour policy.	activities-try to	times.	Counting down from	responsibilities for	
		provide equipment		10/5 to 0 during	looking after living	Offer opportunities
	Encourage children to	that will make	Introduce children to	number songs and	things including	to explore scale.
	say sorry and reflect	children work	new stories.	games.	feeding the fish and	Suggestions: • long
	on actions. Introduce	together.			watering the flowers.	strips of wallpaper •
	more social stories if			Use of language		child size boxes ·
	needed.	Provide lots of		during play and in	Teach the life cycle of	different surfaces to
		different things for		real life situations.	a butterfly and a	work on e.g., paving,
	Welcoming new	young children to			chick, name	floor, table top or
	children and their	grasp, hold and			similarities and	easel
	families.	explore, like clay,			differences.	
		finger paint, spoons,				Use songs with and
	Use circle time "golden	brushes, shells 0-3				without words -
	rules" books to help					children may pitch-
	children think about	Weekly hall sessions				match more easily
	what they are doing.	x2 building on				without words. Try
		fundamental				using one-syllable
	Introduce Mary Mary's	movement skills				sounds such as 'ba'
	garden-a quiet time	especially hopping,				
	tent for children who	balancing and running.				Finding out about
	want to get away.					other countries-links
		Daily sessions outside				with the
		including weekly				commonwealth-
		sessions in the tree				Jewellery with a
		walk area-Encourage				Nigerian theme.
		children to be				
		resilient and work				
		together to make				
		dens etc.				

Impact	Wellcomm assessment end	Informal assessment	All children to stand	Can children draw lines	Can children	Our topic this half	Charanga-unit "Listen-
"Assessment"	of Summer 2 2022	through observations.	on one leg at least	from top to	understand	term is "Special	The Ugly Duckling."
	Nursery baseline on new		for a moment.	bottom/left to right,	most/least	People"	Song collections-
	children	Around the age of 3		circles and crosses-	More/fewer?	Children should be	number songs.
		Can the child	Identify children's	progress to zigzags and		able to talk about	
	Around the age of 3, can	sometimes manage to	dominant hand and	wavy lines.	Can children count	people who are special	Wider group of
	the child shift from one	share or take turns	those children who		back from 10/5 to	to them and begin to	children making
	task to another if you fully	with others, with adult	have not yet chosen	Can children find the	03	say why.	models.
	obtain their attention, for	guidance and	one.	"words" on the page?			
	example, by using their	understanding 'yours'	All children to be		Which children can	Are children looking	More children thinking
	name?	and 'mine'? Can the	able to tear and	Do children attempt to	count by rote from	after living things and	about what they want
		child settle to some	scrunch paper.	write their name and	1-10?	the environment?	to create and how
	Around the age of 4, is the	activities for a while?		are they forming any	Which children can		they will do it.
	child using sentences of		Assess children's use	letters accurately?	give me small	Can children name	
	four to six words?	Around the age of 4	of a fork for picking		amounts?	things that lay eggs	More children using
		Does the child play	up pieces of food/a	Look at children's	Which children can	and hatch from eggs?	skills from previous
	Can the child use sentences	alongside others or do	knife for cutting-	pencil grip and the	count up to 5/10		terms to create
	joined up with words like	they always want to	begin with play	next step Have a	objects?	Can children link eggs	pictures and models
	'because', 'or', 'and'?	play alone? Does the	dough. Can children	pictorial chart up on		with new life and	including decorating,
		child take part in	use a knife to cut	the parent's board of		Easter?	painting, ripping,
	Can the child answer simple	pretend play?	across a sausage of	the different phases.			gluing, printing and
	'why' questions?	Can the child generally	playdough? Can				cutting.
		negotiate solutions to	children cut across a				
		conflicts in their play?	circle of playdough?				
		Talk to children about					
		why it's important to					
		wash their hands					
		carefully					
		and throughout the					
		day, including before					
		they eat and after					
		they've used the toilet					
		,					
		Can children think of					
		ways to stay safe in					
		the sun/safe around					
		traffic?					
Assessment based	d on observations for tracking gr	rid July 2022	•	•	•		•

Assessment based on observations for tracking grid July 2022

Non- negotiables	Phonics phase 1 activities Learn one new Nursery rhyme each week/every other week. Jack be nimble Jack and Jill Up the tall white candlestick Row, row, row the boat. Hey diddle, diddle Round and round the garden	Scarf units Support toilet training for all pre-schoolers ready for school in September. Sun safety programme plus traffic club sessions.	Dough Disco daily Hall time x2 per week.	Phonics phase 1 activities Children also need to know the language of direction ('up', 'down', 'round', 'back', etc) to support writing letter shapes. All children going to school in September to write at least the initial sound and one other letter in their name. Most children will write their full name using recognisable letter shapes.	Children to hear and join in with counting in every session. New maths area to be set up in Nursery where children can access a range of resources independently.	RE units-"Special People" Children see images of people from different backgrounds/cultures doing a range of jobs. Include images that challenge stereotyping and promote disability awareness. Children to listen to adults talking about their job. Children to use the outdoor areas to support their learning through exploration. Take part in Queen's platinum Jubilee activities-recognise the Queen.	Charanga unit 2-My World Charanga unit 3 Everyone "Sing and play" nursery rhymes and action songs building to singing and playing. Share and perform to Reception and film on 2simple. Name colours including black/white/ purple/pink/brown.
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Intent-What we want children to learn this half term

Implementation-ways in which learning will be taught (some key lesson ideas)

Impact-ways in which we will make an informed judgement about a child's learning and progress