

YEAR: Nursery Summer 1

THEME: Staying Healthy

Related Units: Healthy Eating and healthy living, Minibeasts, Forces

Unit overview	Vocabulary		Related Books/Resources
Stories Enquiry Question: How can I keep myself healthy? Children learn how to keep themselves healthy, fit and hydrated by drinking water, eating healthy food and doing exercise. They learn and experiment with a large range of healthy food: fruits and vegetables by fruit printing, tasting also developing their senses. They also learn how healthy food helps to look after lots of parts of our body including our skin, our eyes and our blood. The children will express their preferences: what they like and dislike. Children will compare their local community to other places they have visited or seen in photos. They will use their senses to explore natural materials and learn the importance of caring for living creatures. They will pay attention to change and decay in the environment and explore forces. Children will be introduced to Read Write Inc. phonics sessions and will begin learning set 1 sounds.	New Vocabulary • healthy • unhealthy • fit • exercise • hydration • fruit • vegetables • bugs • care • concern • force • push • pull • stretch • bend • sound • Fred talk • blend	Previously Taught (Revise) • doctors • dentist • fire engine • police • safe • healthy • hospital • poorly • transport • travel • bus • train	• Oliver's vegetables • Oliver's fruit salad • Oliver's milkshake • Mad about minibeasts • Winnie the Pooh – short stories • Paddington Bear • And everyone shouted pull!

Themes and Cross Curricular Links	Key Opportunities	Outcomes	
<u>British Values / Philosophy / SMSC</u> Individual liberty. Spiritual and cultural. <u>Personal, Social and Emotional Development</u> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Can select and use activities and resources with help. Enjoys responsibility of carrying out small tasks. Tries to help or give comfort when others are distressed. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. <u>Communication and Language</u> Questions why things happen and gives explanations. Beginning to understand 'why' and 'how' questions. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. <u>Physical Development</u> Can stand momentarily on one foot when shown. Can catch a large ball. Holds pencil near point between first two fingers and thumb and uses it with good control. Beginning to recognise danger and seeks support of significant adults for help. <u>Literacy</u> Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and	<u>British Values / Philosophy / SMSC</u> By teaching and providing a safe environment and teaching them about themselves. . <u>Personal, Social and Emotional Development</u> Pretend-play. Caring for living things. <u>Communication and Language</u> Bringing opportunities to role-play by providing props to also foster the use of the vocabulary learnt. Observing the environment. <u>Physical Development</u> Practising writing: names and cvc words. PE sessions and discuss the importance of exercising our bodies. <u>Literacy</u> Providing a range of books about the topic. Phonics: RWI Set 1 sounds. Sound mats on the tables and displayed at the message centre.	• Develop an awareness of the world around them • Develop the vocabulary to describe what they see and what they understand • Phonics RWI: Set 1 sounds • To hear and write some initial sounds during play e.g. a shopping list, invitations or cards for friends and family.	

phrases in rhymes and stories. Begins to recognized sounds and hear the initial sounds in words. <u>Maths</u> Knows that numbers identify how many objects are in a set. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Shows awareness of similarities of shapes in the environment. <u>Understanding the world</u> Talks about why things happen and how things work. Recognises and describes special times or events for family or friends. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <u>Expressive Arts and Design</u> Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Beginning to be interested in and describe the texture of things. Explores colour and how colours can be changed.	<u>Maths</u> Number songs. Counting grapes. Subitising real fruit. Matching food with shapes. <u>Understanding the world</u> Providing opportunities to look closely at real living creatures and to care for them. Sharing their experiences of different places, they have visited with their families using photographs. <u>Expressive Arts and Design</u> Familiar songs. Providing props for them to use in pretend play. Experimenting with fruits and vegetables.	
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