

YEAR: Nursery Summer 2

THEME: Holidays and transition

Related Units: Summer, travelling, other countries. Life cycles. Growing up and moving to Reception.

Unit overview	Vocabulary		Related Books/Resources
<u>Enquiry Question:</u> Where have I been? Where am I going? We look at each child's learning journey book with them and support the children to reflect on how they have changed from when they first started at Nursery and on what they are able to do now that they couldn't do before. We discuss feelings about moving into Reception and take time to visit the classrooms and meet the new teachers. We learn about the life cycle of a plant and then a butterfly. Children have the opportunity to care for caterpillars in class and release them once they are butterflies. We enjoy the sunshine and learn how to dress for warm days and also protect ourselves from the sun. We learn about some of the countries the children will travel to over the summer.	New Vocabulary • Reception • New class names • New teacher names • holiday • passport • grow • change • lifecycle • egg • caterpillar • chrysalis • butterfly	Previously Taught (Revise) • healthy • unhealthy • fit • exercise • hydration • fruit • vegetables • bugs • care • concern • force • push • pull • stretch • bend • sound • Fred talk • blend • Reception • Vocabulary of emotions	• Ten seeds • The very hungry caterpillar • The trouble with tadpoles • Titch • When we grow up • Non-fiction books: ➤ Growing up ➤ Starting Reception

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 phrases in rhymes and stories. Can orally blend sounds in cvc words.	<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> Celebrating own achievements <u>Communication and Language</u> Expressing feelings about change. <u>Physical Development</u> Team games in PE. Sports Day <u>Literacy</u> Providing a range of books about the topic. Phonics: RWI Set 1 sounds	● Personal learning journey book including Pupil Voice ● Awareness and articulation of feelings about transition ● Can write their name. ● Can hear and write initial sounds and read cvc words. ● Complete Phonics RWI: Set 1 sounds ● Develop imagination and role-play through travel role play, playground, aeroplane etc.

<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> Opportunities to solve mathematical problems. Representing marks and numerals using chalk and tally charts. <u>Understanding the world</u> Providing opportunities to share own experiences in family trips. <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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