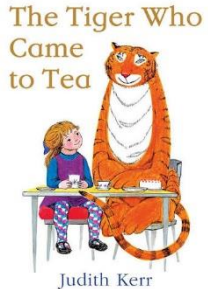
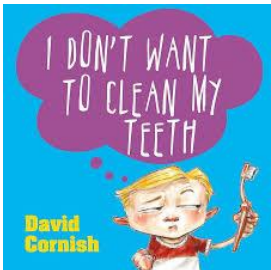
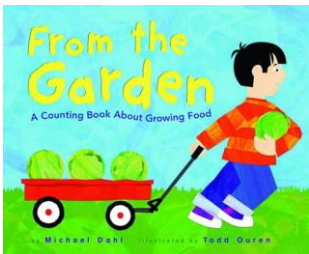
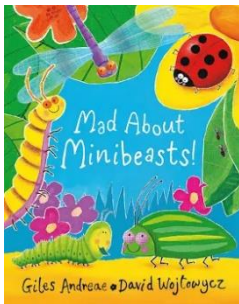
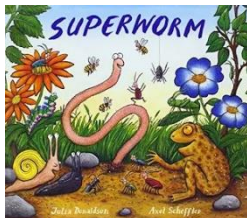


Term	Summer 1					
Topic	Food Glorious Food			Minibeasts		
Themes	-Sweet and savoury foods -Oral Hygiene -Dentists -Foods from plants -Healthy and unhealthy foods			-Common minibeasts -habitats and microhabitats -Body parts of minibeasts -Caring for the natural world		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core texts						
Core rhymes	Down at the Station	Hey Diddle, Diddle	Hickory, Dickory Dock	Humpty Dumpty	Incy Wincy Spider	Jack and Jill
Core Vocabulary	Crunchy, sweet, savoury, grow, plant, knead, share, festival			Minibeasts, habitat, insects, antennae, wings, life cycle, camouflage, pollination		
Core Knowledge	•To name a range of crunchy foods •To know that some sweet foods can be bad for teeth and that regular dentist visits are important •To understand that savoury is the opposite of sweet •To know and identify some sweet and savoury foods •To know and identify some of their favourite foods and discuss why they are favourites •To know that many foods come from plants and that they are grown from seeds or beans			•To identify a range of common minibeasts and recognise their names and features. •To explore where minibeasts live and understand that different animals need suitable habitats to survive. •To observe how minibeasts move, grow and behave in their natural environments. •To compare different minibeasts by looking at their similarities and differences, such as the number of legs, wings or body parts.		

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	•To know how to plan a basic food event by thinking about how many people may attend and how much food will be needed	•To develop respect and care for living things by learning how to handle and observe minibeasts safely and gently. •To investigate the role of minibeasts in the natural world, including how they help plants, soil and other animals.
	I will learn to...	
PSED	Manage emotions with less adult support Begin to cope with change and disappointment Follow routines more independently Wait for turns and use calming strategies Show resilience and persevere with activities Manage self-care and tidy up independently Follow rules and understand right and wrong	
C&L	Listen attentively in different situations Follow 2-part instructions with support Attend to longer stories and discussions Respond appropriately to simple questions Begin to recall key details from stories Speak in simple full sentences Use a growing range of vocabulary Express ideas, needs, and feelings clearly Use language in role play and play with others	
PD	Move confidently when running, jumping, climbing and balancing. Begin to hop and catch balls. Take part in simple structured movement games. Move safely alongside others. Respond to music and rhythm through movement. Develop fine motor control using tools and a developing tripod grip. Make purposeful marks, lines and shapes. Cut, tear and manipulate small objects with support.	
Reading	Listen attentively to stories, poems, and songs. Recall main events and characters with support. Begin to understand story sequence. Recognise own name. Hear words with the same initial sound. Join in with repeated refrains, rhymes, and patterned text.	
Phonics	Little Wandle 'Foundations for phonics' will be followed.	

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Foundations for Phonics develops children's phonological and phonemic awareness through fun, engaging games and nursery rhymes. Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children's understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games.

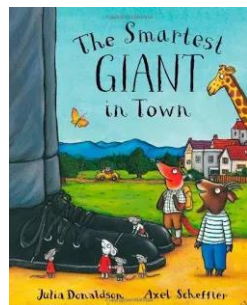
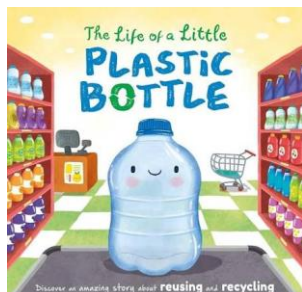
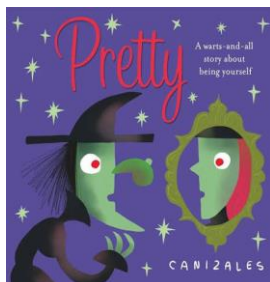
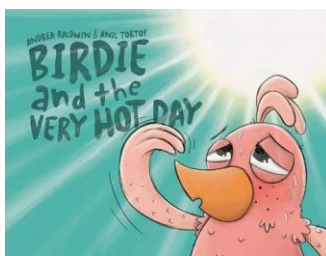
Summer 1

Sound	What's in the box? (Words and objects/Images)	Blend from the box (Words and objects/Images)
	jam jug jellyfish	j-a-m j-u-g j-e-t j-ee-p
	volcano van vegetable	v-a-n v-e-t
	wave wig web	w-i-g w-e-b w-ai-v (wave)
	yellow yap (dog) yo-yo	y-a-p
	zebra zip zoo	z-i-p z-oo
	queen quack (duck) quick (action)	qu-ee-n qu-a-ck qu-i-ck
	cheese chick chips	ch-i-ck ch-i-n ch-o-p ch-i-p

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Writing	Form some letters correctly, especially in own name. Combine marks and letters to represent ideas or stories. Show control and intention in mark-making. Use writing and drawing tools with support.					
Maths	Count up to 5 objects reliably and recognise numerals 0–5. Add or remove small numbers of objects (1–2) in practical activities. Use counting to support play, such as setting tables or sharing resources. Explore 2D shapes (circle, square, triangle, rectangle) and 3D shapes, using words like ‘flat’ and ‘corner’. Use positional and comparative language in context. Sort and sequence objects by size, length, or quantity. Notice and describe patterns in the environment.					
	White Rose Maths programme is followed across the school Topics: Start to puzzle Making patterns together Make games and actions Show me 5					
UW	Recall and describe past experiences; notice simple timelines and sequences. Compare past and present and recognise objects or photos from the past. Talk about themselves, others, and different communities and cultures. Take part in cultural celebrations and follow simple rules and routines. Observe plants, animals, and the weather; ask questions and notice changes over time.					
EAD	Plan and create simple art or craft independently or with support. Combine materials and use tools with increasing control. Show care and interest in finished work and describe choices made. Invent and act out simple storylines; take on different roles in imaginative play. Improvise movements, sounds, or dialogue with peers.					
Term	Summer 2					
Topic	What on Earth			Summer		
Themes	-Living things -Big and small -Old and new -Recycling			-Signs of summer -Plants, trees and flowers -Animals -Sun safety		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

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Core texts						
Core rhymes	Mary, Mary, Quite Contrary	Miss Molly Had a Dolly	One, Two, Buckle My Shoe	Pat-a-cake	Ring-a-ring-a-roses	Round and Round the Garden
Core Vocabulary	Living, grow, pretty, precious, gigantic, miniature, ancient, new			Summer, sunshine, shade, sun protection, season, habitat, temperature, growth		
Core Knowledge	•To know features of a variety of living things and be able to identify ways of taking care of them •To identify things that they consider to be 'pretty' and know that pretty things are not gender-related •To identify a range of things that are 'big' and make comparisons, identifying things that are larger than other things •To identify a range of things that are 'small', identifying things that are smaller than other things •To know what makes someone or something 'old' and identify ways in which we can reuse and recycle old things •To know what 'new' means			•To identify the signs of summer and describe how the weather changes during the season. •To observe how plants, trees and flowers continue to grow and change in summer. •To recognise how animals behave during summer and explore the different habitats they live in. •To understand how to stay safe in sunny weather by wearing suitable clothing, drinking water and using sun protection. •To compare summer with the other seasons and recognise how the natural environment changes throughout the year. •To explore the outdoor environment through observation, investigation and play, developing curiosity about the natural world.		
	I will learn to...					
PSED	Show confidence and take pride in achievements Play cooperatively and sustain play with peers Share, take turns, and negotiate roles with support Show empathy and concern for others Follow simple social rules in play Build secure friendships					

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C&L	Listen and maintain attention during adult-led activities Follow 2-part instructions more independently Recall and talk about key story events Describe events in sequence Speak in full sentences more consistently Use new vocabulary confidently Retell simple stories with support Join in group discussions and conversations
PD	Move with increased control, strength and stamina in active play. Hop, skip and catch balls with growing independence. Participate confidently in structured games and activities. Coordinate movements to music and patterns. Use a tripod grip with greater control. Draw recognisable shapes and early letter forms. Use scissors, brushes and tools more independently. Manipulate small objects accurately and complete simple craft tasks independently.
Reading	Answer simple 'why' questions and express likes, dislikes, or predictions about stories. Follow the direction of print and begin to link sounds to letters (phase 1 phonics awareness). Join in confidently with refrains, rhymes, and patterned text. Show increasing enjoyment and interest in stories, poems, and songs.
Phonics	Little Wandle 'Foundations for phonics' will be followed. <i>Foundations for Phonics develops children's phonological and phonemic awareness through fun, engaging games and nursery rhymes. Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children's understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games</i>

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Summer 2

Sound	What's in the box? (Words and objects/Images)	Blend from the box (Words and objects/Images)
	neck lock tick sock	s-o-ck d-u-ck n-e-ck r-o-ck
	fox box wax (candle)	f-o-x b-o-x w-a-x s-i-x
	ship shoe shark	sh-e-ll sh-ir-t sh-o-p sh-e-d
	thumb three bath	th-u-mb t-ee-th m-o-th th-igh
	ring king wing	r-i-ng w-i-ng k-i-ng
	pink sink bank	p-i-nk t-a-nk w-i-nk s-i-nk

Writing

Experiment with writing for different purposes (cards, lists, labels).
Form letters with increasing accuracy.
Use tools for writing and drawing with growing confidence.
Combine drawings and letters to convey stories or messages independently.

Maths

Compare quantities confidently using more, fewer, or same.
Begin to notice simple number relationships (1 more, 1 less).
Apply counting and number knowledge in everyday play and routines.
Copy, continue, and create simple repeating patterns (ABAB).
Begin to make simple repeating patterns independently.

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	Apply shape, position, and sequencing language in play and activities.
	White Rose Maths programme is followed across the school Topics: My own pattern Stop at 1,2,3,4,5 Match, sort, compare
UW	Explore and investigate natural materials, plants, and animals; make simple predictions. Notice changes in the environment and how humans affect it. Talk about similarities and differences between themselves and others. Discuss different communities and cultures and participate in related activities. Follow simple rules and routines in play and community activities.
EAD	Adapt and improve own creations; explore materials and techniques with intention. Use tools with more accuracy and confidence. Perform simple songs, dances, or stories to peers or adults. Use imagination to problem-solve and collaborate with peers in stories or performances. Continue imaginative play, taking on roles and improvising movements, sounds, or dialogue.

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