



# Half term foundation subject planning overview

Year: Nursery

Half Term: Summer 1 Topic: How many pebbles on a beach?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Overview of key adult led provision	Toddle Waddle Oh I do like to be beside the seaside! What can we see? What can we hear?	Who is hiding at the seaside? Animals we would find	Coronation Week	The Lighthouse Keepers Lunch  Exploring how Mr Grinling gets to the lighthouse.	Somebody swallowed Stanley Keeping beaches clean	Come away from the water Shirley! Ten little pirates Pirate adventures
Communication and Language	<ul style="list-style-type: none"> <li>Listen to familiar stories with increasing attention and recall</li> <li>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Follow directions (if not intently focused on another activity)</li> <li>Show an understanding of prepositions, such as under, on top, behind by carrying out an action or selecting the correct picture.</li> <li>Begin to understand why and how questions</li> <li>Begin to pronounce all words correctly</li> <li>Be able to use language in recalling past experiences</li> <li>Use talk to explain what is happening and anticipate what might happen next</li> <li>Begin to ask questions about why things happen and give an explanation</li> <li>Begin to use a range of tense (e.g. play, playing, will play, played)</li> <li>Continue to make some errors in language (e.g. runned ) and will absorb and use language they hear around them in their community and culture</li> <li>Talk more extensively about things that are of particular importance to them</li> <li>Begin to use some expression in their conversations.</li> </ul> <p>N1's/2year olds</p> <ul style="list-style-type: none"> <li>Listen to and enjoys rhythmic patterns in rhyme and stories, trying to join in with actions or vocalisations</li> <li>Listen with interest to the noises adults make when they read stories</li> <li>Understand simple sentences (e.g. Robert throw the ball)</li> <li>Identify action words by following simple instructions e.g. Show me jumping</li> <li>Use different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot and colours)</li> <li></li> </ul>					
Activity	Listening to the story, RWI (environmental sounds/fred talk), Circle time, Nursery rhymes daily,					

	Have we ever been to the seaside? What did you see? What can we hear?	What animals live near the sea or in the sea?	Who is the King?	How does Mr Grinling get to his lighthouse? What floats?	What happens when we don't throw away our rubbish in the bins?	Where would we find treasure? Where are the pirates going? What can we see?
Vocabulary	What did we see? What does it feel like? Where can we find? Question words key.					
PSED	<ul style="list-style-type: none"> <li>Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> <li>Talk about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> <li>Express a wide range of feelings in their interactions with others and through their behaviour and play, including guilt and self-doubt</li> <li>Show their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</li> <li>Show some awareness of the similarities and differences between themselves and others in more detailed ways and identify themselves in relation to social groups and to their peers</li> <li>Practice skills of assertion, negotiation and compromise and look to a supportive adult for help in resolving conflict with peers</li> <li>Show some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it</li> <li>Express the self-aware emotions of pride and embarrassment, as well as a wide range of other feelings</li> <li>Access pretend play and begin to retell familiar stories with their friends.</li> </ul> <p>N1's/2 year olds</p> <ul style="list-style-type: none"> <li>Participate more in collective cooperation as their experiences of routines and understanding of some boundaries grows</li> <li>Recognise that some actions can hurt or harm others and begin to stop themselves from doing something they should not do, in favourable conditions</li> <li>Become more able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</li> <li>Experiment with their own and other people's views of who they are through their play, through trying out different behaviours and the way they talk about themselves</li> </ul>					
Activity	Embed routines, circle time, shared carpet time for story and adult led task, resources to share					
Vocabulary	Sharing, taking turns, kindness, kind hands, magnet eyes, listening ears					
Physical Development	<ul style="list-style-type: none"> <li>Run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>Balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>Manipulate a range of tools and equipment in one hand e.g. paint brushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul> <p>N1 and 2 year olds</p> <ul style="list-style-type: none"> <li>Sit comfortably on a chair with both feet on the ground</li> <li>Run safely on whole foot</li> <li>Move in response to music, or rhythms, played on instruments such as drums or shaker</li> </ul>					

	<ul style="list-style-type: none"> <li>• Jump up into the air with both feet leaving the floor and can jump forward a small distance</li> <li>• Begin to walk, run and climb on different levels and surfaces</li> <li>• Begin to understand and choose different ways of moving</li> <li>• Turn pages in a book, sometimes several at once</li> <li>•</li> </ul>					
Activity	Access to indoor and outdoor provision with tools. Daily access to playdough or fine motor skill tuff tray, writing area focus, chalk inside and outside, introduce bikes and scooters, dancing, daily songs and actions, water area with tools, instruments available, Ring games,					
Fine motor focus	Tweezers- explore the shells Spoons-using the scoops to create ice cream Make sandcastles	Scissor skills – beach creatures pictures Tweezers-picking up the shells	Creating crowns Making jewels from pasta and threading	Playdough skills Scissor skills – puppets of the seagulls Knife-spreading on bread for the picnic	Scissors -making jellyfish Pincher-picking up the rubbish	Pirate treasure-using tweezers and magnets to move the treasure Cut out gold treasure
Literacy	<ul style="list-style-type: none"> <li>• Ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Talk about events and principal characters in stories and suggests how the story might end</li> <li>• Look at and enjoy books independently, use illustrations to gain an understanding of story events</li> <li>• Distinguish between illustrations and print</li> <li>• Know that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Show an increasing awareness of rhyme and alliteration</li> <li>• Recognise rhythm in spoken words, songs, poems and rhymes</li> <li>• Clap the syllables in words during sound investigation with an adult</li> <li>• Hear and says the initial sound in words</li> <li>• Segment and blend spoken words orally</li> <li>• Give meaning to their drawings and paintings</li> <li>• Include mark making and early writing in their play</li> <li>• Imitate adults’ writing by making continuous lines of shapes and symbols (early writing)from left to right</li> <li>• Make an attempt at writing their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Recognise their name from a selection of names</li> </ul> <p>Show interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p> <p><b>N1 and 2 year olds</b></p> <ul style="list-style-type: none"> <li>• Have some familiar stories, rhymes, songs, poems or jingles</li> <li>• Repeat and use actions, words or phrases from familiar stories</li> </ul>					
	Nursery rhyme challenge, access to daily reading, Daily nursery rhymes, Fred talk, Whats that noise?, action songs daily, RWINC for N2 children (letter sounds), mark making activities ongoing, draw and label, maps , tracing, stencils,					
Activity	Toddle Waddle sounds Beach photos	Sharing a shell story	Invitations for coronation	Making a lunch list for Mr Grinlings	Mark making of animals in the sea	Pirate treasure maps

	Ice cream shop Vocab intro for beaches	Naming animals and plants at the beach	Congratulations cards to King Charles			
Nursery Rhyme Focus Plus nursery rhyme and puppet role play area	Oh I do like to be beside the seaside	One two three four five	If you're a king and you know it	Row Row Row your boat	10 green bottles and Baby Shark	A sailor went to sea sea sea
Pen Disco Song and Focus	Don't stop me now -queen circle swirls	Sunset Lover Petit Biscuit back and forward movements n	Edvard Grieg Peer Gynt Suite No. 1, "In the Hall of the Mountain King" Dots	Jump Girls Aloud Up movements	Waves robin Shultz little waves	Sea shanty Waves
Vocabulary	Vocab linked to the books read –warm up with words (display to be a focus for SUMMER TERM)					
Number	<ul style="list-style-type: none"> <li>• Rote count to 10</li> <li>• Recognise numbers which are familiar to themselves, e.g. their age</li> <li>• Subitise one, two and three objects (without counting)</li> <li>• Explore using a range of their own marks and signs to which they ascribe mathematical meanings</li> <li>• Through play and exploration, begin to learn that numbers are made up (composed) of smaller numbers</li> <li>• Recognise that each counting number is one more than the one before</li> <li>• Use language of position, e.g. on, inside, next to, under, over, in front, behind</li> <li>• Show an awareness of shape similarities and differences between objects</li> <li>• Enjoy partitioning and combining shapes to make new shapes e.g. circle, square, rectangle, star, triangle, heart, diamond</li> <li>• Respond to some common shape names, e.g. circle, square, rectangle, heart, star and diamond</li> <li>• Create their own spatial patterns showing some organisation or regularity</li> <li>• Recognise patterns on clothes, in nature and in the environment, e.g. stripes, spots, checks etc</li> <li>• Create and extend AB patterns e.g. stick, leaf, stick...</li> <li>• In meaningful contexts, find the longer or shorter, heavier or lighter and more/less full of two items</li> <li>• Recall a sequence of events in everyday life and stories</li> <li>• Show an awareness of a sense of time, e.g. snack time, home time, seasons etc</li> </ul> <p>N1 and 2 year olds</p> <ul style="list-style-type: none"> <li>• Begin to compare and recognise changes in number of things, using words like more, lots of, same</li> <li>• In everyday situations, take or give two or three objects from a group</li> <li>• Respond to some spatial and positional language, e.g. in, on, under, over</li> <li>• Recognise that two objects have the same shape</li> <li>• Make simple connections</li> <li>• Anticipate what comes next in repeated sound and action patterns</li> <li>• Be familiar with patterns in daily routines</li> </ul>					

	<ul style="list-style-type: none"> <li>• Show interest in what happens next using the pattern of everyday routines</li> <li>• Predict what comes next in a story or rhyme</li> <li>• Begin to anticipate times of the day, such as meal times or home time</li> </ul>					
Daily Activities	Tentown  Count orally to 10 (20);	Tentown  Recognise and order Numicon to 5 (10); Recognise the numerals 1 – 10.	Tentown  Count orally to 10 (20); Recognise and order Numicon to 5 (10); Recognise the numerals 1 – 10;	Tentown  Count an irregular arrangement of up to 10 objects. To count out a set of objects from a larger group (10).	Tentown  Estimate how many objects they can see and check by counting.	Tentwon  Writing numbers Large number writing Subitise to 3
	Counting- count objects Subitise What can you see -seaside addition	Match Numicon with numbers	Reorder the Numicon	Counting objects	How many in the bowl? Guess and check	What can you see?
SSM focus	Select a named shape (circle, square, rectangle, triangle); Use shapes in tasks, pictures and construction activities;	Talk about shapes and everyday objects using mathematical language e.g. straight, round, curved.	Use positional language: e.g. in, on, under, in front, behind, next to, beside;	Use positional language: e.g. in, on, under, in front, behind, next to, beside;	Use objects and shapes to create and recreate repeating patterns.	Heavy and light language linked to size
	Sort and match the shapes	Whats in the bag? Guess the shape from the clues	Where is the crown today?	Sea creature hide and seek inside-where is the sea creature picture hiding today?	Different patterns with beads and pegs	Weighing teasure
Vocabulary	Counting numbers Shape names circle, square, triangle, rectangle	Curved, straight, wiggly , pointy	Where does this go? What	Under, next to, inside, behind, in between, on top, above, count, number names	Repeat pattern	Heavy, light, balance, equal , same as

<p>Understanding the world</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of growth, decay and changes over time</li> <li>• Show care and concern for living things and the environment</li> <li>• Talk about why things happen and how things work</li> <li>• Learn that they have similarities and differences that connect them to, and distinguish them from others</li> <li>• Notice detailed features of objects in their environment</li> <li>• Talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>• Seek to acquire basic skills in turning on and operating some digital equipment e.g. Beebots, CD players, remote control cars</li> <li>• Learn the vocabulary associated with specific interest areas</li> <li>• Explore light and shadow</li> </ul> <p>N1s and 2 year olds</p> <ul style="list-style-type: none"> <li>• Be interested in photographs of themselves and other familiar people and objects</li> <li>• Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking</li> <li>• Show interest in toys with buttons, flaps and simple mechanisms and begin to learn how to operate them</li> <li>• Learn the vocabulary associated with specific interest areas</li> </ul>					
<p>Activities</p>	<p>Exploring seaside photos and talking about their own experiences. Exploring sounds Role playing with ice cream</p>	<p>Exploring sea life and animals found near the coast. Exploring seaweed and shells</p>	<p>Where does the King live? How do we like to celebrate a party?</p>	<p>Floating and sinking investigation Healthy lunch</p>	<p>How can we clean up our environment- how can we look after our beaches?</p>	<p>Sorting treasure and exploring how things work- telescopes , maps, boats.</p>
<p>Vocabulary</p>	<p>I went, I have been , when I go to the seaside</p>	<p>Creatures, living objects,</p>	<p>Celebration , coronation</p>	<p>Floating and sinking</p>		<p>Exploring how things work and language linked to pirates</p>
<p>Expressive arts and design</p>	<ul style="list-style-type: none"> <li>• Notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> <li>• Engage in imaginative play based on own ideas or first hand or peer experiences</li> <li>• Use available resources to create props or creates imaginary ones to support play</li> <li>• Ply alongside other children who are engaged in the same theme</li> </ul> <p>N1's and 2 year olds</p> <ul style="list-style-type: none"> <li>• Show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</li> <li>• Experiment with ways to enclose space, create shapes and represent actions, sounds and objects</li> <li>• Enjoy and respond to playing with colour in a variety of ways for example combining colours</li> <li>• Use 3D and 3D structures to explore materials and/or to express ideas</li> <li>• Use everyday materials to explore, understand and represent their world-their ideas, interests and fascinations</li> <li>• Begin to make believe by pretending, using sounds, movements, words, objects</li> <li>• Begin to describe sounds and music imaginatively, e.g. scary music</li> <li>• Create rhythmic sounds and movements</li> </ul>					
<p>ongoing</p>	<p>Weekly singing and action songs Instruments available Open ended tasks in craft, playdough, role play , writing area</p>					

Activity may include	Foil Fish Buckets and spade- collage	Sea animal creations	Crowns for coronation and ribbon sticks	Lighthouse paintings	Jelly fish Painting pasta shells	Treasure maps
Vocabulary		Mixing and painting	Sticking	Painting mixing	Creating	
Additional Enhancements (Black book focus)			Coronation family event		Stay and read	Parent Pirate party