

Topic Overview Nursery Summer 1 – Down at the Bottom of the Garden							
Vocabulary	mud cook mix recipe	seed plant cress grow water light	bean garden soil plant grow water sun	vegetable underground enormous turnip soil plant grow water sun	food world different meal	bugs minibeasts garden	frogspawn tadpole froglet frog pond water
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Theme	Mud Kitchen	Growing Food	Growing Food	Growing Food	A Range of Food	Minibeasts in the Garden	Life Cycle of a Frog
Focus Text	Mud Kitchen Recipe Book	Sam’s Seeds	Jasper’s Beanstalk	The Enormous Turnip	Lunch at 10 Pomegranate Street	Animals in the Garden (focus on minibeasts)	Tadpoles and Frogs
Area of Learning							
Communication and Language Speaking Listening, Attention and Understanding	I can use talk to ask my own questions, focusing on question words.	I can ask questions based on my own interests	I can talk about observations of things around me	I can use my increasing vocabulary to talk about the things I have observed.	I can follow two-part instructions.	I can use talk to organise my thinking.	I can use talk to talk to my friend or adult and respond to their response.
PSED Managing Self	I can explore the emotion of happy.	I can explore the emotion of sad.	I can explore the emotion of angry.	I can explore the emotion of worried.	I can explore and talk about the	I can explore ways to resolve conflicts.	I can begin to identify how others may be

Building Relationships					emotion/s I am feeling.		feeling.
Physical Development Fine Motor Gross Motor	I can select the correct resources to carry out my plan. I have developing pencil control to form pre-writing patterns.	I can name some healthy food items. I have developing pencil control to form pre-writing patterns.	I can make healthy choices about food. I have developing pencil control to form pre-writing patterns.	I can name some ways to keep myself healthy. I have developing pencil control to form pre-writing patterns.	I can work with my friends to move tools/equipment safely. I have developing pencil control to form pre-writing patterns.	I can develop moving in different ways such as hopping, standing on one leg, or skipping. I have developing pencil control to form pre-writing patterns.	I can use large muscle movements to paint and make marks. I have developing pencil control to form pre-writing patterns.
Literacy Comprehension Word Reading Writing	<p>Comprehension:</p> <ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings. • Listens to and joins in with confidence to stories and poems, when reading one-to-one and in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Begins to be aware of the way stories are structured, and to tell own stories. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Knows information can be relayed through signs and symbols in various forms (e.g., printed materials, digital screens and environmental print). • Handles books and touch screen technology carefully and the correct way up with growing competence. • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. <p>Phonics and Word Reading: Revise aspects 1-3, Aspect 7 – Oral Blending and Segmenting. Introduce single letter sounds (1 sound a week).</p>						

	<p>Writing:</p> <ul style="list-style-type: none"> • Sometimes gives meaning to their drawings and paintings. • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. • Includes mark making and early writing in their play. • Imitates adults' writing developing pre-writing patterns, wavy, curved, and spiral shapes (early writing) from left to right. • Forms own pre-writing patterns. • Begins to copy some letters from their name. 						
<p>Understanding the World Past and Present People, Culture and Communities The Natural World</p>	<p>Begins to understand the need to respect and care for the natural environment and all living things.</p>	<p>Understands and demonstrates how to care for living things and compares the needs of a plant to their own. Knows that a plant grows.</p>	<p>Knows that a vegetable grows. Understands and demonstrates how to care for living things and compares the needs of a plant to their own.</p>	<p>Understands and talks about personal preferences in relation to food.</p>	<p>Knows that there are different countries in the world and talks about the different types of food they have eaten.</p>	<p>Talks about what they see, using a wide range of vocabulary.</p>	<p>Knows animals change and grow over time.</p>
<p>Expressive Arts and Design Creating With Materials Being Imaginative and Expressive</p>	<p>Joins different materials together.</p>	<p>Explores materials freely.</p>	<p>Explores materials freely and finds ways to join these together to achieve a desired outcome.</p>	<p>Explores a variety of textures.</p>	<p>Develops own ideas and decides which materials to use to express them.</p>		
<p>Climate Curriculum</p>	<p>Know that Earth is the planet we live on. (CC)</p> <p>Pupils gather a range of positive and playful experiences in nature that stimulate their natural curiosity. Pupils learn songs and rhymes about nature and regularly sing them in natural outdoor spaces. Pupils can choose their favourite natural spaces or items when in their outdoor space.</p> <p>Pupils recycle food packaging from home in their artwork.</p>						

	<p>Pupils have the opportunity to use their five senses to explore the natural world.</p> <p>Pupils experience and observe a range of weather patterns.</p> <p>Pupils can make observations on the day's weather. Gain a growing vocabulary including words such as rain, wind, snow, ice, sun, cold, hot.</p> <p>Pupils spend time outdoors interacting with trees (climbing, gazing, hiding).</p> <p>Pupils take part in actions that positively impact our planet.</p> <p>Pupils are read stories with positive actions and futures.</p> <p>Pupils develop a positive relationship with nature.</p> <p>Pupils spend mindful time in nature listening to different sounds.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Maths – see REAch 2 planning