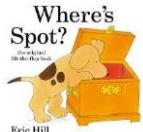

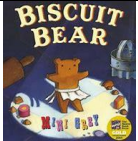
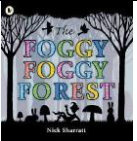

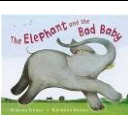

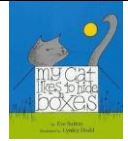


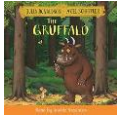
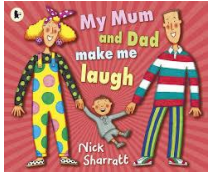
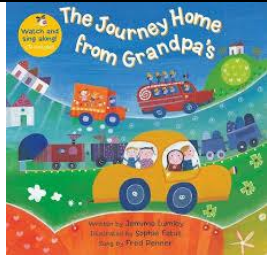



# EYFS – Nursery – Topic Overview – Summer 2 ‘Catch me if you can!’

	Week 1 3/6	Week 2 10/6	Week 3 17/6	Week 4 24/6	Week 5 1/7	Week 6 8/7	Week 7 15/7
	Music/art week Gaudi Shape Body percussion instruments	School environment Hunting for TGM PP TGM in school. Reception transition visits Mon/Thur	Friendship groups in new class Transition Passport National Sports Week Drowning Prevention linked with floating and sinking Healthy Eating week	Baking TGM Dunking experiment Reception transition visits Mon/Thur	INSET day Transition visits into new classes.	Library trip Chaddesden New nursery visits	Sports Day ETB ass R Mon/Thur Picnic with new class team. New nursery visits
<b>PSHE</b>	I will talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Expressing their thoughts about different pieces of music and artwork.	I will become more outgoing with unfamiliar people, in the safe context of my setting. I will show more confidence in social situations. I will play with one or more other children, extending and elaborating play ideas. I will develop a sense of responsibility and membership of a community. Transition activities following Derby City ‘Moving On’ transition programme Developing ‘Class Animals’ with children’s photos. Pass the parcel games.			Picnic with their new class group. Teaching inputs as small class group. Treasure hunt around school using transition passports		
<b>Communication and Language</b>	I am able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Art crit in pairs Music crit in pairs	I enjoy listening to longer stories and can remember much of what happens I sing a large repertoire of songs. I know many rhymes, be able to talk about familiar books, and be able to tell a long story. I can start a conversation with an adult or a friend and continue it for many turns. Story re-telling and creating new stories based on the same structure of The Gingerbread Man Problem solving using map work and treasure hunts around school Shared talk about their new classroom and teacher and new class friends			I know many rhymes, be able to talk about familiar books, and be able to tell a long story. Making class ‘Where are you?’ flap book – hiding in new classrooms.  Eric Hill		
<b>Physical</b>	I know how to make choices for the right resources to carry out my own plan. I know how to use one-handed tools and equipment, for example, making snips in paper with scissors. I know how to use a comfortable grip with good control when holding pens and pencils. Making clay tile in style of Gaudi	I know how to use one-handed tools and equipment, for example, making snips in paper with scissors Scissor assessments	I know how to follow clear and sensible rules to keep myself safe. I know how to skip, hop, stand on one leg and hold a pose for a game like musical statues. I know how to use large-muscle movements I know how to practise balancing, and ball skills. Sports activities and team games	I know how to make choices for the right resources to carry out my own plan. I know how to use one-handed tools and equipment, for example, making snips in paper with scissors. I know how to use a comfortable grip with good control when holding pens and pencils. Making print in the style of Paul Klee	I know how to follow clear and sensible rules to keep myself safe. I know how to skip, hop, stand on one leg and hold a pose for a game like musical statues. I know how to use large-muscle movements I know how to practise balancing, and ball skills. Sports Day		
<b>Reading</b>	Shape books	 		Marmaduke - Size	  		  

Phonics	<p>'ch' cherries picture card What's in the box? sound play for 'ch' <b>Blend from the box words:</b> ch: ch-i-p ch-i-ck ch-i-n ch-o-p [action] <b>Oral blending:</b> r-i-ch</p>	<p>'ck' Sock picture card What's in the box? sound play for 'ck' <b>Blend from the box words:</b> ck: s-o-ck d-u-ck n-e-ck r-o-ck <b>Oral blending:</b> r-o-ck b-a-ck p-e-ck</p>	<p>'x' Box picture card What's in the box? sound play for 'x' <b>Blend from the box words:</b> x: f-o-x b-o-x w-a-x s-i-x <b>Oral blending:</b> f-i-x</p>	<p>'sh' Shell picture card What's in the box? sound play for 'sh' <b>Blend from the box words:</b> sh: sh-ell sh-ir-t sh-o-p sh-e-d <b>Oral blending:</b> r-u-sh sh-u-t</p>	<p>'th' Teeth picture card What's in the box? sound play for 'th' <b>Blend from the box words:</b> th: th-u-mb t-ee-th m-o-th, th-i-gh <b>Oral blending:</b> th-u-d</p>	<p>'ng' ring picture card What's in the box? sound play for 'ng' <b>Blend from the box words:</b> ng: r-i-ng w-i-ng k-i-ng <b>Oral blending:</b> s-o-ng s-i-ng th-i-ng</p>	<p>'nk' Pink panda picture card What's in the box? sound play for 'nk' <b>Blend from the box words:</b> nk: p-i-nk t-a-nk w-i-nk s-i-nk</p>
Writing	<p>I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. I can write some or all of my name.</p>						
	Painting self portrait	Drawing The Gingerbread Man	Drawing The Gingerbread Man story map	Using photo in their book to draw and write about how they made their Gingerbread man	Drawing picture for new teacher	Drawing picnic	Writing names for class book
Maths	<p><b>Building 9 and 10</b> Week 3 session 1,2,3 I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. I can combine shapes to make new ones – an arch, a bigger triangle, etc. -3D matching shapes -Building with 3D shapes -Printing with 3D shapes with shades of green</p>	<p><b>Growing 6,7,8</b> Week 2 Session 4,5 I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5. I can compare quantities using language: 'more than', 'fewer than'. -Combining two groups -Adding more</p>	<p><b>Growing 6,7,8</b> Week 3 Session 1,2 I can make comparisons between objects relating to size, length, weight and capacity -Comparing height -Comparing length</p>	<p><b>Growing 6,7,8</b> Week 3 Session 3,4,5 I can make comparisons between objects relating to size, length, weight and capacity -Days of the week -Measuring height -Measuring time</p>	<p><b>Alive in 5</b> Week 1 Session 4,5 I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5. I can compare quantities using language: 'more than', 'fewer than'. -Comparing numbers to 5 -Equal and unequal groups -Composition of 5</p>	<p><b>Growing 6,7,8</b> Week 1 Session 5 Week 2 Session 2 I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5. I can compare quantities using language: 'more than', 'fewer than'. -Order numerals 1 to 5 -1 more, 1 less -Making pairs</p>	<p><b>Building 9 and 10</b> Week 3 session 4,5 I can talk about and identify the patterns. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. I can extend and create ABAB patterns – stick, leaf, stick, leaf. I can notice and correct an error in a repeating pattern. -Pattern</p> 
Computing	<p>I know how to talk about and identify the patterns around me. Use informal language like 'pointy', 'spotty', 'blobs', etc. I know how to extend and create ABAB patterns – stick, leaf, stick, leaf. I know how to notice and correct an error in a repeating pattern. Linked to patterns in maths</p>		<p>I know position through words alone I know how to describe a familiar route. I know how to discuss routes and locations, using words like 'in front of' and 'behind'. Talk about patterns of events, in cooking and in story linked to TGM Suggestions: 'First', 'then', 'after', 'before' Talk about the sequence of events in stories. Maths through story linked to the Gingerbread man</p>		<p>I know how to talk about and identify the patterns around me. Use informal language like 'pointy', 'spotty', 'blobs', etc. I know how to extend and create ABAB patterns – stick, leaf, stick, leaf. I know how to notice and correct an error in a repeating pattern. Linked to patterns in maths</p>		
The Natural World	<p>I know how to explore collections of materials with similar and/or different properties. Exploring sound – Percussions instruments. Investigating how to</p>	<p>zoom <a href="https://explorify.uk/en/activities/zoom-in-zoom-out/dark-marks">https://explorify.uk/en/activities/zoom-in-zoom-out/dark-marks</a> shadow</p>	<p>I know how to talk about the differences between materials and changes I notice. Making Gingerbread People – dry to dough to solid change I know how to explore collections of materials with similar and/or different properties. Explore how different materials sink and float <b>The Gingerbread Man TAPS</b></p>		<p><a href="https://explorify.uk/en/activities/zoom-in-zoom-out/in-an-emergency">https://explorify.uk/en/activities/zoom-in-zoom-out/in-an-emergency</a></p>	<p><a href="https://explorify.uk/en/activities/zoom-in-zoom-out/oozing-with-flavour">https://explorify.uk/en/activities/zoom-in-zoom-out/oozing-with-flavour</a></p>	<p><a href="https://explorify.uk/en/activities/zoom-in-zoom-out/party-time">https://explorify.uk/en/activities/zoom-in-zoom-out/party-time</a></p>

	<p>make loud and quiet sounds</p> <p><a href="https://explorify.uk/en/activities/zoom-in-zoom-out/yellow-moves">https://explorify.uk/en/activities/zoom-in-zoom-out/yellow-moves</a></p>		<p><a href="https://explorify.uk/en/activities/zoom-in-zoom-out/fluffy-and-ginger">https://explorify.uk/en/activities/zoom-in-zoom-out/fluffy-and-ginger</a></p> <p><a href="https://explorify.uk/en/activities/zoom-in-zoom-out/spring-clean">https://explorify.uk/en/activities/zoom-in-zoom-out/spring-clean</a></p>			
<b>Geography</b>	<p>I know what is the same and different between life in other countries in the world. I know some about different countries - through The Gingerbread Man's holidays.</p> <p>Postcard from Spain.</p> <p>Sharing holiday with warmer climates.</p> <p>Link to sun safety knowledge and learning about Gaudi.</p> <p>photos of countries</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p><a href="https://www.bbc.co.uk/ipla/ver/episode/m000t2xy/lets-go-for-a-walkseries-3-8-wishing-well-and-owls-walk">https://www.bbc.co.uk/ipla/ver/episode/m000t2xy/lets-go-for-a-walkseries-3-8-wishing-well-and-owls-walk</a></p> <p>Let's Go for a Walk</p> <p>CBeebies with Ranger Hamza Yassinthrough</p>		<p>Educational visit to Chaddesden Park Library</p> <p>I know what a map is</p> <p>Using simple maps and photos of the school to navigate their way to their new class and other outdoor features in Science Curriculum</p> <p>Ivy, Holly, Oak, Willow</p> <p><b>Park and Oakwood woods, library</b> through stories;</p> <p>The Gruffalo, The Journey home from Grandpa's and The Smartest Giant in Town.</p> <p>I know about the local environment that I live.</p> <p>I know I live in Chaddesden, Derby and can talk about their home and families.</p> <p>I know Chaddesden has a park and a library.</p> <p>I know words to name features where I live or where I have been.</p> <p>I know about where The Gingerbread Man is in Chaddesden from the photographs he sends on a PowerPoint of landmarks in Chaddesden.</p> <p>I know what a map is and can mark The Gingerbread Man's route on a map of Chaddesden.</p> <p>Introduce vocabulary to describe geographical features <b>cave, bridge, pond, river, street, shop, lake, path, woods, house, shop, park. Chaddesden</b></p> <p>Considering human impact on climate and environment</p> <p>Litter</p>		
<b>History</b>		<p>I know and make sense of my own life-story and my family's history.</p> <p><b>Now, next, then</b></p> <p>Transition into new class.</p> <p>Understanding what is coming next.</p>	<p>I know and make sense of my own life-story and my family's history.</p> <p><b>Now, next, then</b></p> <p>Talking about their journey to school, what do they see along the way?</p>	<p>I know and make sense of my own life-story and my family's history.</p> <p><b>Now, next, then</b></p> <p>Relating their own experience during their walk to Chaddesden Park</p>		
<b>RE</b>		<p>Continue developing positive attitudes about the differences between people.</p> <p>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <p>Talking about new classes and the friends we will be with.</p> <p>Celebrate what is special about everyone</p> <p>Make friendship chains – following 'Derby City Moving On' programme.</p> <p>Hymn- Wiggly Waggly Song</p>		<p>Continue developing positive attitudes about the differences between people.</p> <p>Bible story – Loaves and Fishes – The New Testament linked to children's picnic Hymn – Praise Him</p>		
<b>Design and technology</b>			<p>I know how to join different materials and explore different textures</p> <p>I know how to develop develop my own ideas and then decide which materials to use to express them.</p> <p>Designing and making a container for The Gingerbread man so he cannot escape.</p> <p>Following recipe to make a gingerbread man..</p> <p>Design by talking about what they intend to do, are doing and have done. Say who and what their products are for. Draw what they have made, with some children drawing their ideas before they make. Have opportunities to make their own choices and to discuss the reasons for these.</p> <p>I know how to follow instructions given one at a time by an adult: Learn procedures for safety and hygiene. Learn and use appropriate technical vocabulary- Use</p>			<p>I know how to join different materials and explore different textures</p> <p>I know how to develop develop my own ideas and then decide which materials to use to express them.</p> <p>Making a bag to carry our picnic Picnic preparation.</p> <p>What will we make?</p> <p>Making sandwiches and ginger bread for our picnic.</p>

		<p>vocabulary mat to support labelling utensils/ support baking and cooking activities: Cooking Utensils Vocabulary Mat and Cooking Vocabulary Mat Food skills: <b>spread, shape, mix, measure, cut.</b></p> 			
<p><b>Art and Design</b></p>	<p>I know how to develop my own ideas and then decide which materials to use to express them.  I know how to create closed shapes with continuous lines, and am beginning to use these shapes to represent objects. Looking at the work of Spanish architecture and Gaudi to support children to create a clay tile using imprint and collage  Look at Spanish art including making a 'Gods Eye' weaving  Block printing portrait.</p>		<p>I know how to develop my own ideas and then decide which materials to use to express them.  I know how to create closed shapes with continuous lines, and am beginning to use these shapes to represent objects. Look at Paul Klee castle and sun. Use blocks to create an image.  Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line  Making class 'Where are you?' flap book Mechanisms: Sliders and levers</p>		
<p><b>Music</b></p>	<p>I know how to remember and sing entire songs.  I know how to sing the pitch of a tone sung by another person ('pitch match'). I know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Colours of the World songs  Hymns from collective worship  I know how to listen with increased attention to sounds.  Play sound-matching games (begin to introduce percussion instruments) Linked to Phonics Curriculum Aspect 1 - Environmental sounds Aspect 2 - Instrumental sounds Aspect 3 - Body percussion Strand 1,2,3  Body percussion PowerPoint – Twinkl  Musical Instruments PowerPoint-Twinkl '  Spanish guitar songs;  <a href="https://youtu.be/Yu5gZUmLRyq">https://youtu.be/Yu5gZUmLRyq</a>  Barcelona song  <a href="https://youtu.be/Y1fiOJDXA-E">https://youtu.be/Y1fiOJDXA-E</a>  I know how to respond to what I have heard, expressing my thoughts and feelings.  I know how to play instruments with increasing control to express my feelings and ideas.  I am the Music Man' story book Aspect 2 - Instrumental sounds. Listening to and copying sound sequences</p> 