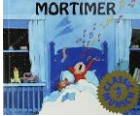





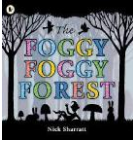


EYFS – Nursery – Topic Overview – Summer 2 ‘Catch me if you can!’

| Week 1 1/6 | Week 2 8/6 | Week 3 15/6 | Week 4 22/6 | Week 5 29/7 | Week 6 6/7 | Week 7 13/7 | Week 8 20/7 |
|---|---|--|---|--|------------|---|-----------------------------|
| Music/art week Gaudi Shape Body percussion instruments | School environment Hunting for TGM PP TGM in school. We find him Reception transition visits Mon/Thur | National Sports week Friendship groups in new class Transition Passport | Science baking Healthy eating week Dunking experiment Reports home Water safety, floating and sinking Reception transition visits Mon/Thur | INSET day Transition visits into new classes. | Sports Day | Library trip Chaddesden Monday and friday | Picnic with new class team. |

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| PSHE | 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 | | | | | |
| Communication and Language | 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 | | | Making class ‘Where are you?’ flap book Mechanisms: Sliders and levers | | |
| Physical Development | 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 | 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 clay tile in the style of Guadi | 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 class ‘Where are you?’ flap book Mechanisms: Sliders and levers 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 | | |

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| | style of Gaudi | | | | | | | |
| Reading Rhyming story Picture book Non-fiction text |  Shape books |  |  | Marmaduke - Size |  |  |  |  |
| Writing | 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. | | | | | | | |
| | Drawing 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 | Self-portraits in special book | Writing names for class book | |
| Maths | Building 9 and 10 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. | Growing 6,7,8 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'. | Growing 6,7,8 Week 3 Session 1,2 I can make comparisons between objects relating to size, length, weight and capacity | Growing 6,7,8 Week 3 Session 3,4,5 I can make comparisons between objects relating to size, length, weight and capacity | Alive in 5 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'. | Growing 6,7,8 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'. | Building 9 and 10 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. | |
| The Natural World | https://www.stem.org.uk/explorify/activities/shiny-patterns | https://www.stem.org.uk/explorify/activities/beautiful-map | I know how to talk about the differences between materials and changes I notice. Making Gingerbread People – dry to dough to solid change https://www.stem.org.uk/explorify/activities/fluffy-and-ginger | https://www.stem.org.uk/explorify/activities/brown-and-spicy | https://www.stem.org.uk/explorify/activities/party-time | https://www.stem.org.uk/explorify/activities/speckled-and-shiny https://www.stem.org.uk/explorify/activities/disappearing-castle | | |
| Geography | I know what is the same and different between life in other countries in | Know that there are different countries in the world and talk about the differences | | Educational visit to Chaddesden Park Library I know what a map is Using simple maps and photos of the school to navigate their way to their new class and other outdoor features in Science Curriculum | | | | |

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| | <p>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>What will TGM need to pack in his case for Spain?</p> <p>Link to sun safety knowledge and learning about Gaudi.</p> <p>photos of countries</p> | <p>they have experienced or seen in photos</p> <p>https://www.bbc.co.uk/iplayer/episode/m000t2xy/lets-go-for-a-walkseries-3-8-wishing-well-and-owls-walk</p> <p>Let's Go for a Walk</p> <p>CBeebies with Ranger Hamza Yassin through</p> | | <p>Ivy, Holly, Oak, Willow</p> <p>Park and Oakwood woods, library 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 cave, bridge, pond, river, street, shop, lake, path, woods, house, shop, park. Chaddesden</p> | | |
| <p>History</p> | | <p>I know and make sense of my own life-story and my family's history.</p> <p>Now, next, then</p> <p>Transition into new class. Understanding what is coming next.</p> | | | | |
| <p>Design and technology</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>Designing and making a container for The Gingerbread man so he cannot escape.</p> <p>Following recipe to make a gingerbread man..</p> <p>Picnic preparation. What will we make?</p> <p>Making sandwiches and ginger bread for our picnic.</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</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</p> |

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| | | appropriate technical vocabulary- Use vocabulary mat to support labelling utensils/ support baking and cooking activities: Cooking Utensils Vocabulary Mat and Cooking Vocabulary Mat Food skills: spread, shape, mix, measure, cut. | | | |
| Art and Design | <p>I know how to develop my own ideas and then decide which materials to use to express them.</p> <p>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</p> <p>Look at Spanish art including making a 'Gods Eye' weaving</p> <p>Block printing portrait.</p> | | <p>I know how to develop my own ideas and then decide which materials to use to express them.</p> <p>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.</p> <p>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</p> <p>Making class 'Where are you?' flap book Mechanisms: Sliders and levers</p> | | |
| Music | <p>I know how to remember and sing entire songs.</p> <p>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.</p> <p>Colours of the World songs</p> <p>Hymns from collective worship</p> <p>I know how to listen with increased attention to sounds.</p> <p>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</p> <p>Body percussion PowerPoint – Twinkl</p> <p>Musical Instruments PowerPoint-Twinkl '</p> <p>I know how to respond to what I have heard, expressing my thoughts and feelings.</p> <p>I know how to play instruments with increasing control to express my feelings and ideas.</p> <p>I am the Music Man' story book Aspect 2 - Instrumental sounds. Listening to and copying sound sequences</p> | | | | |
| Computing | <p>Understand position through words alone –</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Linked to maps and The Gingerbread Man (transition into school)</p> | | | | |