

Ordsall Primary School Nursery Class Summer Term Plan

Our Mission

At Ordsall Primary School, it is our mission to be a school community where we can all 'be the best that we can be'.

Our Vision

To ensure that every child can achieve their full potential by enabling them to **"Play, Learn and Grow Together"**.

Playing together will help us to:

- develop curiosity of mind and spirit;
 - create, explore and discover;
 - adapt and cooperate;
- learn, practise and master skills.

Learning together will help us to:

- experience wider opportunities beyond the school;
- develop essential skills, knowledge and understanding;
- build character, resilience, confidence and independence;
 - communication and collaborate as part of a team;
- apply learning across a broad, balanced, rich and exciting curriculum.

Growing together will help us to:

- know that we all have the same rights and needs;
 - know what is right and wrong;
 - develop tolerance, acceptance and integrity;
 - inspire others and celebrate every achievement;
- work together, in partnership, as a wider community of learners.

Our Values

Our RESPECT values of Resilience, Effort, Support, Passion, Enrichment, Compassion and Teamwork reflect the way we work, behave and learn. We use them to achieve our vision.

We want everyone at Ordsall Primary School to:

Be **RESILIENT** at all times.

Give 100% **EFFORT**.

SUPPORT others and ourselves.

Show **PASSION** in all we do.

Take part in **ENRICHMENT** opportunities.

Treat everyone with **COMPASSION**.

Use **TEAMWORK** to achieve



Nursery Class Summer Plan

Summer 1 Topic – Grow

Prime Areas

7 Areas of Learnings in EYFS	What are children going to learn? Objective/ Skills (taken from the EYFS Nursery progression map) By the end of Summer 2 children in Nursery Class will be able to:	Key Vocabulary (taken from whole school subject progression maps)
Personal, Social and Emotional Development	<p>I can select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.</p> <p>I am developing my sense of responsibility and membership of a community.</p> <p>I am becoming more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>I am showing more confidence in new social situations.</p> <p>I can play with 1 or more children, extending & elaborating play ideas.</p> <p>I can find solutions to conflicts and rivalries. e.g. accepting that not everyone can be Spider-Man in a game, and suggesting other ideas.</p> <p>I can increasingly follow rules, understanding why they are important.</p> <p>I can remember rules without needing an adult to remind me.</p> <p>I am developing appropriate ways of being assertive.</p> <p>I can talk with others to solve conflicts.</p> <p>I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I am gradually understanding how others might be feeling.</p> <p>I am increasingly independent in meeting my own care needs.</p> <p>I can make healthy choices about food, drink, activity, toothbrushing.</p> <p>I am increasingly independent when getting dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Rules, healthy, food, teeth, drink, hygiene, routine, care, clean, happy, sad, angry, cross, upset, excited, nervous, friend, team, argument, compromise, friendship, cooperation</p>
Communication and Language	<p>I enjoy listening to longer stories and can remember much of what happens.</p> <p>I can pay attention to more than one thing at a time, which can be difficult.</p> <p>I use a wider range of vocabulary.</p> <p>I can understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>I can sing a large repertoire of songs and I know many rhymes.</p> <p>I am able to talk about familiar books, I can tell a long story.</p> <p>I am developing my communication but I may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>I am developing my pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh and multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>I can use longer sentences of four to six words.</p> <p>I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.</p> <p>I can start a conversation with an adult or a friend and continue it for many turns.</p> <p>I can use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Book, title, front cover, back cover, page, picture, blurb, rhyme, nursery rhyme, sing, song, listen, ideas</p>
Physical Development	<p>I am continuing to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>I can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I can skip, hop and stand on one leg and hold a pose for a game like musical statues.</p> <p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>I am starting to take part in some group activities which I make up for myself, or in teams.</p> <p>I am increasingly able to use and remember sequences and patterns of movements which are related to music & rhythm.</p>	<p>Skip, hop, walk, run, walk, jump, jog, fast, slow, balance, safely, stretch, climb, throw, catch, partner, team, statue, pose</p>

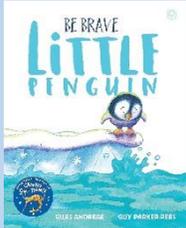
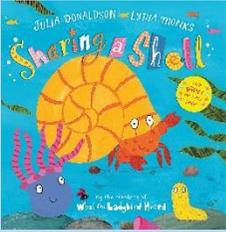
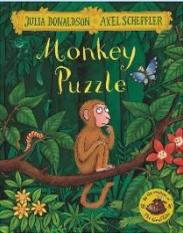
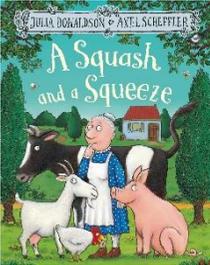
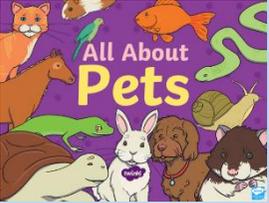
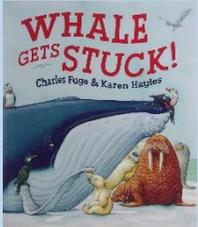
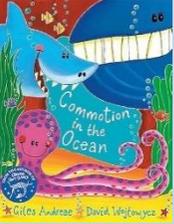
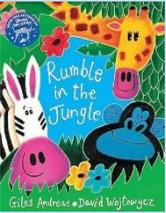
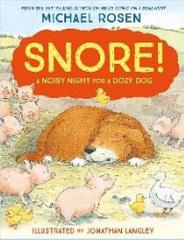
	<p>I can match my developing physical skills to tasks and activities in the setting. For example, I decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>I can choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I show a preference for a dominant hand.</p> <p>I am increasingly independent when getting dressed and undressed, for example, putting coats on and doing up zips.</p>	
Specific Areas		
Literacy	<p>I understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>I can spot and suggest rhymes.</p> <p>I can count or clap syllables in a word.</p> <p>I can recognise words with the same initial sound, such as money and mother.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <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.</p> <p>I can write some of my name.</p> <p>I am beginning to write some lowercase letters, some of which are correctly formed.</p>	Title, front cover, back cover, page, picture, blurb, rhyme, letter, print
Maths	<p>I am developing fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>I can recite numbers past 5.</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>I can show 'finger numbers' up to 5.</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>I can experiment with my own symbols and marks as well as numerals.</p> <p>I can solve real world mathematical problems with numbers to 5.</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p> <p>I can talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' (not naming the shapes)</p> <p>I can understand position through words alone.</p> <p>I can describe a familiar route.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>I can make comparisons between objects relating to size, length, weight and capacity e.g. say which object is bigger/smaller or say which one is heavier when given an option.</p> <p>I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>I can combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>I can talk about and identify the patterns around me.</p> <p>I can extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>I can notice and correct an error in a repeating pattern.</p> <p>I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</p>	Tall, taller, big, little, middle size, small, medium, long, short, shorter, heavy, heavier, light, lightest, next to, between, behind, under, in front, over, high, on top, up, in, on, circles, square, rectangle, triangle, straight, sides, corners, flat, curved, pattern

<p>Understanding the World</p>	<p>I can use all my senses in hands-on exploration of natural materials. I can explore collections of materials with similar and/or different properties e.g. natural objects, wooden objects. I can talk about the differences between materials and changes I notice in activities such as cooking, melting, floating and sinking. I can talk about what I see, using a wide vocabulary. I am beginning to make sense of my own life-story and family's history. I show interest in different occupations. I explore how things work. I can plant seeds and care for growing plants. I understand the key features of the life cycle of a plant and an animal. I am beginning to understand the need to respect and care for the natural environment and all living things. I explore and talk about different forces I can feel e.g. magnetics attracting/ repelling, how water pushes up trying to a push a plastic boat under it. I am continuing to develop positive attitudes about the differences between people. I know that there are different countries in the world and talk about the differences I have experienced or seen in photos.</p>	<p>Growing, flowers, grass, water, pull, push, material, soft, hard, family, England, different, similar</p>
<p>Express Arts and Design</p>	<p>I can take part in simple pretend play, using an object to represent something else even though they are not similar. I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. I can explore different materials freely, in order to develop my ideas about how to use them and what to make. I can develop my own ideas and then decide which materials to use to express them. I can join different materials and explore different textures. I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can use drawing to represent ideas like movement or loud noises. I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc. I can explore colour and colour-mixing. I can listen with increased attention to sounds. I can respond to what I have heard, expressing my thoughts and feelings. I can remember and sing entire songs. I can sing the pitch of a tone sung by another person ('pitch match'). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create my own songs or improvise a song around one I know. I can play instruments with increasing control to express my feelings and ideas.</p>	<p>Music, clap, sing, listening, paint, paintbrush, nursery rhyme, loud, quiet, instrument, beat, cut, stick, model, plan, design, make, cardboard, paper, plastic, tube, box</p>

Nursery Class Summer I Plan

Summer I Topic – Grow

How will children learn?

Possible Themes & Interests	Polar animals	Sea animals	Wild animals	Farm animals	Pets	N/A - 5-week half term
<p>Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)</p>	<p>Be Brave Little Penguin by Giles Andreae – arctic animals, arctic habitats, bravery, taking care of the Earth</p> 	<p>Sharing a Shell by Julia Donaldson – sea animals, ocean habitat, sharing</p> 	<p>Monkey Puzzle by Julia Donaldson - jungle/rainforest animals, jungle/rainforest habitats, similarities and differences</p> 	<p>A Squash and a Squeeze by Julia Donaldson – farm animals, farm habitat, big & small</p> 	<p>All About Pets by Twinkl (non-fiction powerpoint) – pets the children have, how to care for animals, differences between animals</p> 	
<p>Poems and Rhymes across the term</p>	<p>Traditional Nursery Rhymes, Penguin Dance, The Fish in the Ocean Go..., Five Little Monkeys, Alice the Camel, Old MacDonald Had A Farm</p>					
<p>Books Following Possible Themes – story time</p>	<p>Whale Gets Stuck by Charles Fuge</p>  <p>Non-fiction videos about polar animals</p>	<p>Commotion in the Ocean by Giles Andreae</p>  <p>Non-fiction videos about sea animals</p>	<p>Rumble in the Jungle by Giles Andreae</p>  <p>Non-fiction videos about wild animals</p>	<p>Snore! by Michael Rosen</p>  <p>Non-fiction videos about farm animals</p>	<p>Some Pets by Angela DiTerlizzi</p>  <p>Non-fiction videos about household pets</p>	
<p>Visits/Visitors/ Special Event Days</p>	<p>Chick Visit</p>			<p>In school animal visit</p>	<p>Show and tell of pet photos</p>	

Prime Areas
Intentions and Outcomes to be covered across the term

Personal, Social Emotional Development

- To know what I need to complete a task, e.g. knowing I need paper and a pencil to make a picture.
- To feel like I belong as part of my class, and to begin to feel comfortable around visitors to Nursery.
- To play with a variety of people in class.
- To begin to learn how to solve conflicts that happen with my peers.
- To be able to follow the school rules and show the RESPECT values.
- To understand how I and others might be feeling during different situations.
- To start to know what is healthy for me, including hygiene routines such as washing my hands after going to the toilet.
- To be more independent in my self care, e.g. using the toilet independently, putting on and fastening my coat independently, etc.

Communication and Language

- To listen to stories and be able to talk about what has happened in them.
- To use a wider range of vocabulary when I speak to a familiar person, and to start to use longer sentences.
- To be able to understand and answer a range of age appropriate questions.
- To know and join in with many nursery rhymes and other familiar songs.
- To develop the way I speak, such as using a range of tenses (with some mistakes expected) and beginning to pronounce the sounds in words properly.
- To get my own point across in an appropriate way by discussing my opinion with a familiar person.
- To use my speech to develop my play with my peers.

Physical Development

- To develop my gross motor skills by moving in a range of different ways, such as running, hopping, crawling, etc.
- To go up steps confidently.
- To be able to stand still or hold a steady pose for a few seconds.
- To join in with team games and activities.
- To start to understand which movements are best for an activity I am trying to do, e.g. crawling when going through a tunnel.
- To work with peers to complete tasks, e.g. working as a team to lift a crate in the playground.
- To use one handed tools confidently, e.g. using scissors.
- To hold my pencil using a good grip and to use this to make marks.
- To become independent with my clothes, e.g. pulling my own tights up and down for the toilet, putting on and fastening my own coat, etc.

Specific Areas
Intentions and Outcomes to be covered across the term

Literacy

- To gain a deeper understanding of print, knowing the different parts of books, that print can carry meaning, etc.
- To recognise when two words rhyme.
- To be able to clap out the syllables/beats in a word, and know how many syllables a word has.
- To start to recognise when two words start with the same sound, e.g. hat and happy.
- To show interest in, and to attempt to write my own name.
- To write some lowercase letters that can be recognised by an adult.

Maths

- To be able to know how many objects something has without counting, e.g. how many spots are on the side of a dice.
- To be able to count beyond 5 in order.
- To be able to count a small set of objects and be able to say how many there are.
- To use my fingers to represent numbers to 5.
- To be able to match numerals to quantities, e.g. giving 3 pencils when I see the number 3.
- To be able to solve real life maths problems, e.g. how many cupcakes will I need if there are 4 people?
- To show an interest in writing numerals.
- To talk about how many things I have using words such as more, less and fewer.
- To talk about shapes by using words such as sides, corners, etc.
- To understand where something when someone tells me it is behind, on, under, etc.
- To talk about how to get somewhere or where to find something by using words such as behind, between, in front of.
- To describe objects by using words such as big, small, bigger, tall, short, heavy, light, full, empty.
- To use appropriate shapes to build things, such as a triangular prism for the roof of a house I made.
- To use two shapes to make a bigger shape, e.g. putting two triangles together to form a square.
- To talk about and make patterns, such as red yellow red yellow, and to spot when a repeating pattern goes wrong.
- Use language to talk about events, such as then, first, after.

Understanding the World

- To use my senses to explore objects and to use what I've found to sort objects, e.g. putting together hard or soft objects.
- To talk about how things might change, e.g. something starts to sink or ice starts to melt.
- To talk about the things I see around me, using an increasing range of vocabulary.
- To explore how things work.
- To understand that we need to take care of living things and nature, and to develop a further understanding of life cycles.
- To explore forces in my play, such as pushing and pulling objects.
- To think about how we are different and how this is a positive thing.
- To develop my understanding of how there are different places around the world, and to discuss and compare these to Retford using photos or videos.

Religious Education

- To begin to understand what it means to be responsible.
- Story of Noah's Ark during animal topic.

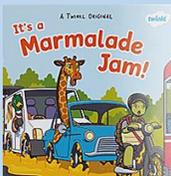
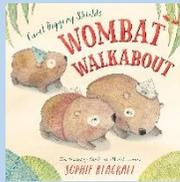
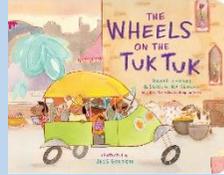
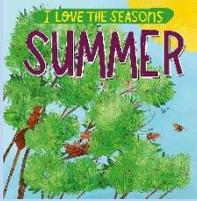
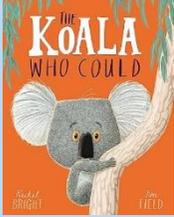
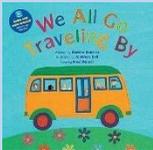
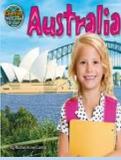
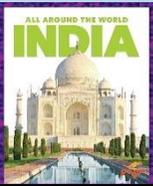
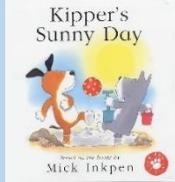
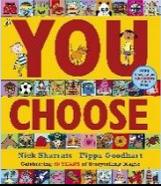
Expressive Arts and Design

- To use my imagination to develop my play, e.g. using small words animals, pretending a block is a phone, and to extend this by using items in the classroom to make settings such as a park, city, etc.
- To explore different materials and use them to aid my play, e.g. using blue paper to make a river or blocks to make a city.
- To use different materials to make different objects, e.g. using boxes to make a house.
- To start to add more detail to my drawings.
- To begin to express myself through my art, e.g. showing happiness or sadness, or by drawing things linking to music I can hear.
- To listen to different sounds and talk about them.
- To sing a range of songs from memory, such as nursery rhymes.
- To start to sing in tune, following along with the melody of another person.
- To play instruments with increasing control to express my feelings and ideas.

Nursery Class Summer 2 Plan

Summer 2 Topic – Grow

How will children learn?

Possible Themes & Interests Linked to objective/ skills	Journeys	How we travel	Where We Live – UK/Retford	Around the World - Australia	Around the World - India	Summer	Transition	Transition
<p>Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)</p>	<p>Emma Jane's Aeroplane by Katie Haworth – places around the world, similarities and differences, where have we travelled?</p> 	<p>It's A Marmalade Jam by Twinkl Originals (online) – transport, how do we travel places, rhyming words, forces</p> 	<p>Retford non-fiction text created by Nursery Team – where we live, UK traditions/places, different types of texts</p> 	<p>Wombat Walkabout by Carol Diggory Shields – where is Australia, similarities and differences to UK, Australian traditions and culture</p> 	<p>The Wheels on the Tuk Tuk by Kabir & Surishtha Sehgal – where is India, similarities and differences to the UK and UK people, Indian traditions and culture</p> 	<p>I Love the Seasons: Summer by Lizzie Scott – summer weather, summer activities, sun safety, upcoming Summer holidays</p> 	<p>The Koala who Could by Rachel Bright – trying new things, transitions, being brave with change</p> 	<p>Goodbye for Now by Madison Rowe – goodbyes, new starts, reflection of the year</p> 
<p>Poems and Rhymes across the term</p>	<p>The Wheels on the Bus, Twinkle Twinkle Chocolate Bar, We All Go Travelling By, Traditional Nursery Rhymes</p>							
<p>Books Following Possible Themes – story time</p>	<p>We All Go Travelling By (online story told in song)</p> 	<p>Let's Take a Trip Non-Fiction transport powerpoint</p> 	<p>Let's Visit London non-fiction powerpoint</p> 	<p>Australia (non-fiction online book) by Rachel Anne Cantor</p> 	<p>India (non-fiction online book) by Joanne Mattern</p> 	<p>Kipper's Sunny Day by Mick Inkpen</p> 	<p>I Wish You Happiness by Michael Wong (online story)</p> 	<p>You Choose by Nick Sharratt – choosing our own future</p> 
<p>Visits/Visitors/ Special Event Days</p>			<p>Sports Day</p>	<p>Ordfest 2025</p>			<p>Transitions for new starters</p>	

Prime Areas

Intentions and Outcomes to be covered across the term

Personal, Social Emotional Development

- To know what resources I need to complete a task and to select them independently
- To feel like I belong as part of my class, and to begin to feel comfortable around visitors to Nursery.
- To play with lots of different friends
- To begin to learn how to solve conflicts that happen with my peers.
- To be able to follow the school rules and show the RESPECT values.
- To understand how I and others might be feeling during different situations.
- To begin to understanding appropriate ways to handle my feelings.
- To start to know what is healthy for me, including hygiene routines such as washing my hands after going to the toilet.
- To be more independent in my self care, e.g. using the toilet independently, putting on and fastening my coat independently, etc

Communication and Language

- To listen to stories and be able to talk about what has happened in them.
- To use a wider range of vocabulary when I speak to a familiar person.
- To speak using longer sentences.
- To be able to understand and answer a range of age appropriate questions.
- To know and join in with many nursery rhymes and other familiar songs.
- To develop the way I speak, such as using a range of tenses (with some mistakes expected) and beginning to pronounce the sounds in words properly.
- To get my own point across in an appropriate way by discussing my opinion with a familiar person.
- To use my speech to develop my play with my peers.

Physical Development

- To move confidently in a range of ways.
- To go up steps using alternate feet independently.
- To be able to stand still or hold a steady pose for a few seconds.
- To join in with team games and activities.
- To start to understand which movements are best for an activity I am trying to do, e.g. crawling when going through a tunnel.
- To work with peers to complete tasks, e.g. working as a team to lift a crate in the playground.
- To use one handed tools confidently, e.g. using scissors.
- To hold my pencil using a good grip and to use this to make marks.
- To become independent with my clothes, e.g. pulling my own tights up and down for the toilet, putting on and fastening my own coat, etc.
- To start to form recognisable letters.

Specific Areas

Intentions and Outcomes to be covered across the term

Literacy

- To confidently talk about the different parts of a book (author, blurb, title, etc).
- To recognise that books have different purposes, e.g. some are fact books, some are stories.
- To recognise when two words rhyme.
- To start to suggest rhyming words.
- To be able to clap out the syllables/beats in a word, and know how many syllables a word has.
- To start to recognise when two words start with the same sound, e.g. hat and happy.
- To show interest in, and to attempt to write my own name.
- To write some lowercase letters that can be recognised by an adult.

Maths

- To be able to know how many objects something has without counting, e.g. how many spots are on the side of a dice by just looking at it.
- To be able to count beyond 5 in order.
- To be able to count a small set of objects using one to one correspondence and be able to say how many there are.
- To use my fingers to represent numbers to 5.
- To be able to match numerals to quantities, e.g. giving 3 pencils when I see the number 3.
- To be able to solve real life maths problems, e.g. if I have three cupcakes, how many more do I need for four people?
- To show an interest in writing numerals and maths symbols.
- To talk about how many things I have using words such as more, less, same and fewer.
- To talk about shapes by using words such as sides, corners, etc.
- To understand where something when someone tells me it is behind, on, under, etc.
- To talk about how to get somewhere or where to find something by using words such as behind, between, in front of.
- To describe objects by using words such as big, small, bigger, tall, short, heavy, light, full, empty.
- To use appropriate shapes to build things, such as a triangular prism for the roof of a house I made.
- To use two shapes to make a bigger shape, e.g. putting two triangles together to form a square.
- To talk about the properties of 3D shapes and discuss how they are different to 2D shapes.
- To talk about and make patterns, such as red yellow red yellow, and to spot when a repeating pattern goes wrong.
- Use language to talk about events, such as then, first, after.

Understanding the World

- To use my senses to explore objects, e.g. trying international foods, feeling materials, etc.
- To talk about how things might change, e.g. something starts to sink or ice starts to melt.
- To talk about the things I see around me, using an increasing range of vocabulary.
- To explore how things work.
- To explore forces in my play, such as pushing and pulling objects.
- To think about how we are different and how this is a positive thing.
- To develop my understanding of how there are different places around the world, and to discuss and compare these to Retford using photos or videos

Religious Education

Religions and festivals in other countries, e.g. learning about Diwali when we talk about India and comparing them to UK celebrations

Expressive Arts and Design

- To use my imagination to develop my play, e.g. using small words animals, pretending a block is a phone, and to extend this by using items in the classroom to make settings such as a park, city, etc.
- To explore different materials and use them to aid my play, e.g. using blue paper to make a river or blocks to make a city.
- To use different materials to make different objects, e.g. using boxes to make a house.
- To start to add more detail to my drawings.
- To begin to express myself through my art, e.g. showing happiness or sadness, or by drawing things linking to music I can hear.
- To listen to different sounds and talk about them.
- To sing a range of songs from memory, such as nursery rhymes.
- To start to sing in tune, following along with the melody of another person.
- To play instruments with increasing control to express my feelings and ideas.