

## 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 Topic – Grow

#### Prime Areas

<p style="text-align: center;"><b>7 Areas of Learnings in EYFS</b></p>	<p style="text-align: center;"><b>What are children going to learn?</b></p> <p><b>Objective/ Skills (taken from the EYFS Nursery progression map)</b></p> <p><b>By the end of Summer 2 children in Nursery Class will be able to:</b></p>	<p style="text-align: center;"><b>Key Vocabulary (taken from whole school subject progression maps)</b></p>
<p><b>Personal, Social and Emotional Development</b></p>	<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 other children, extending &amp; 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 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>Happy, sad, worried, angry, feelings, healthy, unhealthy</p>
<p><b>Communication and Language</b></p>	<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 sing a large repertoire of songs and I know many rhymes.</p> <p>I am able to talk about familiar books.</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 • 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>Story, listen, sentences, book, song, sing</p>
<p><b>Physical Development</b></p>	<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 &amp; rhythm.</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>	<p>Hop, skip, climb, run, walk, ball, catch, roll, jump, safe, pencil</p>

### Specific Areas

<p><b>Literacy</b></p>	<p>I understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>I can spot and suggest rhymes.          I can count or clap syllables in a word.          I can recognise words with the same initial sound, such as money and mother.          I can engage in extended conversations about stories, learning new vocabulary.          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 of my name.          I am beginning to write some lowercase letters, some of which are correctly formed.</p>	<p>Letter, rhyme, rhyming, book, pages, words, pictures, author, illustrator, blurb, front cover, back cover, syllables</p>
<p><b>Maths</b></p>	<p>I can create my own repeating pattern          I can correct an error in a repeating pattern          I can select shapes appropriately, e.g. using a triangle to represent a roof, or fitting a piece into a puzzle          I can recite numbers past 5          I can show finger numbers up to 5          I show fast recognition of up to 5 objects, without having to count them individually (subitising)          I can link numerals to amounts within 5, e.g. giving 4 objects when I see the number 4          I can solve real world mathematical problems with numbers up to 5, for example if I have 2 boys and 1 more boy comes, how many will I have?          I experiment with my own symbols, marks and numerals          I am beginning to describe a sequence of events (real or fictional), by using words such as 'first,' 'next' or 'then'</p>	<p>Today, tomorrow, first, next, then, the day after, number, more, less, amount</p>
<p><b>Understanding the World</b></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. playing in the transient art area.          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. magnetism attracting/ repelling, how water pushes up trying to 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>Same, different, before, after, plants, grow, flower, life cycle, animal, living</p>

<p><b>Express Arts and Design</b></p>	<p>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 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>Choose, explore, mark, brush, mix, colour names, colours, stick, join, make, build, stick, feel, music, listen, perform,</p>
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## Nursery Class Summer I Plan

### Summer I Topic – Grow

#### How will children learn?

Possible Themes & Interests Linked to objective/ skills	w/b 13 <sup>th</sup> April	w/b 20 <sup>th</sup> April	w/b 27 <sup>th</sup> April	w/b 4 <sup>th</sup> May	w/b 11 <sup>th</sup> May	w/b 18 <sup>th</sup> May
<p><b>Key Texts for teaching and learning sessions and focused story time</b> (key text read 2/3 times a week)</p>	<p><b>Minuscule: Racing Bugs</b> video – types of insects, are insects living things?, respect for living things</p> 	<p><b>The Very Hungry Caterpillar</b> by Eric Carle – life cycle of a caterpillar, healthy vs unhealthy, respect for living things</p> 	<p><b>Superworm</b> by Julia Donaldson – is a worm a living thing?, respect for living things</p> 	<p><b>The Very Greedy Bee</b> by Steve Smallman – respect for living things, using senses to explore honey</p> 	<p><b>The Bad Tempered Ladybird</b> Eric Carle – feelings, resolving conflict, sharing, respect for living things</p> 	<p><b>Shh! Said Spider</b> by Twinkl Originals – respect for living things, feelings</p> 
<p><b>Poems and Rhymes across the term</b></p>	<p>Incy Wincy Spider, Ants go Marching, Life Cycle of a butterfly song, there's a worm at the bottom of the garden, ladybird ladybird, the ants go marching Traditional Nursery Rhymes</p>					
<p><b>Books Following Possible Themes – story time</b></p>	<p><b>Mad about Minibeasts</b> by Giles Andreae</p> 	<p><b>The Cautious Caterpillar</b> by Twinkl Originals</p> 	<p><b>Yucky Worms</b> by Vivian French</p> 	<p><b>The Bumblebear</b> by Nadia Shiree</p> 	<p><b>What the Ladybird Heard</b> by Julia Donaldson</p> 	<p><b>The Very Busy Spider</b> by Eric Carle</p> 
<p><b>Visits/Visitors/ Special Event Days</b></p>	<p>Delivery of caterpillars Food tasting from story</p>			<p>Honey tasting</p>	<p>Bug Hunt</p>	<p>Bug Visit?</p>

**Prime Areas**  
**Intentions and Outcomes to be covered across the term**

**Personal, Social Emotional Development**

- To select the resources that I need for my activity.
- To recognise that I am a member of a community, e.g. our school.
- To become more confident around unfamiliar visitors to Nursery.
- To play with other children and develop play with them.
- To begin to think about how I can solve disagreements.
- To remember the school rules.
- To be able to talk about how I am feeling, and to think about how others might be feeling.
- To become independent in the toilet, when washing my hands, and during snack time.
- To be able to put on my own coat and start to fasten the zip.

**Communication and Language**

- To remember what happens in stories and talk about them.
- To pay attention to more than one thing at a time.
- To use a wider range of vocabulary and longer sentences.
- To understand a range of instructions, and follow them appropriately.
- To sing lots of different songs.
- To use different tenses when talking to familiar people.
- To develop my speech so I can pronounce more sounds.
- To be able to share my ideas and point of view.
- To start a conversation with a friend or familiar adult.
- To talk to my friends within our play.

**Physical Development**

- To develop my movement on equipment such as bikes, scooters and with balls.
- To be able to walk up and down steps with alternate feet.
- To develop my balance to help me to freeze, hop or stand on one leg.
- To develop my muscles so I can wave streamers or create larger marks such as paintings.
- To take part in some group games that I make up with my friends.
- To remember patterns of movements that link to music.
- To decide how to move safely when using different equipment.
- To choose the right resources to complete a task.
- To work with friends to safely move larger pieces of equipment.
- To safely use one handed tools, e.g. snipping with scissors, cutting with playdough tools.
- To develop my pencil grip.
- To show a preference for a dominant hand when making marks.
- To put on my own coat and start to do my zip.

**Specific Areas**  
**Intentions and Outcomes to be covered across the term**

**Literacy**

- To understand different concepts of printed materials.
- To spot rhyming words, and think of other words that rhyme.
- To be able to clap syllables in a word.
- To recognise words that start with the same word, e.g. money and mum.
- To be able to talk about different stories.
- To use some of my letter knowledge when making marks, e.g. writing 'm' for mummy.
- To start to write my name.
- To write some correctly formed letters.

**Maths**

- To create my own repeating pattern and to correct an error in an existing pattern.
- To select shapes appropriately when making pictures, e.g. choosing a triangle for a roof, or fitting jigsaw puzzle pieces.
- To be able to count beyond 5.
- To show finger numbers up to 5
- To subitise up to 5 objects.
- To 'give' to correct amount of objects when I see a numeral, e.g. giving 3 pencils when I see '3', up to 5.
- To solve some real life maths problems, e.g. if there are 5 children and I only have 4 cartons of milk, how many more do I need?
- To start to make my own symbols, marks and numbers.
- To start to talk about a sequence of events (real or fictional), by using words such as 'first,' 'next' or 'then'

**Understanding the World**

- To use my senses to explore natural objects.
- To show interest in natural objects, e.g. playing in transient art or the mud kitchen.
- To talk about how materials change, e.g. ice melting, water freezing.
- To talk about what I see, using a wide vocabulary.
- To show an interest in the jobs people do.
- To start to understand my life story and the history of my family.
- To explore how things work.
- To start to understand life cycles.
- To understand the need to respect and care for the natural environment and all living things.
- To explore and talk about forces, e.g. magnets, a car being pushed, etc.
- To develop positive attitudes towards the differences between people.
- To know that there are different countries in the world and talk about the differences I have experienced or seen in photos.

**Expressive Arts and Design**

- To develop stories using toys such as small world, dolls, role play, etc.
- To make settings for my stories, e.g. using blocks to make a town for the small world people.
- To explore different materials freely, in order to develop my ideas about how to use them and what to make.
- To develop my own ideas and then decide which materials to use to express them.
- To draw shapes that represent objects.
- To show different emotions within my drawings, e.g. drawing someone who is happy, sad, scared, etc.
- To explore colour mixing.
- To develop my listening and attention skills, and to talk about what I have heard.
- To remember and sing entire songs, copying the tone of another person.
- To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- To create songs or improvise my own using familiar songs.
- 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	We're Going on a Bear Hunt w/b 1 <sup>st</sup> June	We're Going on a Bear Hunt w/b 8 <sup>th</sup> June	All About Sports Day w/b 15 <sup>th</sup> June	Who is in my family? w/b 22 <sup>nd</sup> June	Name Recognition w/b 29 <sup>th</sup> June	Summer w/b 6 <sup>th</sup> July	Transition w/b 13 <sup>th</sup> July	Transition w/b 20 <sup>th</sup> July
<p>Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)</p>	<p>We're Going on a Bear Hunt by Michael Rosen – talking about the bear, storytelling, joining in with stories</p> 	<p>We're Going on a Bear Hunt by Michael Rosen – sensory exploration, new endings for stories</p> 	<p>Sports Day powerpoint – accepting not winning, being a team, taking part, healthy bodies</p> 	<p>The Great Big Book of Families by Mary Hoffman – families, extended families, who we live with, family history</p> 	<p>Name recognition – recognising our written names, singing name songs, starting to form letters from our names</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>Traditional nursery rhymes, Ordfest Song – Elephants Have Wrinkles, SingUp songs, name songs</p>							

<b>Books Following Possible Themes – story time</b>	A Wild Walk to School by Rebecca Cobb 	Chocolate Cake by Michael Rosen 	Something Special: Sports Day video 	Your Family Tree by Robin Koontz (online non-fiction book) 	<a href="#">Your Name is a Song by Jamilah Thompkins-Bigelow (online video)</a> 	Kipper's Sunny Day by Mick Inkpen 	I Wish You Happiness by Michael Wong (online story) 	Our Class is a Family by Shannon Ols 
<b>Visits/Visitors/ Special Event Days</b>			Sports Day	Careers Day Ordfest 2025		Reports to parents	Transition + new starter visits	Transition + new starter visits

**Prime Areas**  
Intentions and Outcomes to be covered across the term

**Personal, Social Emotional Development**

- To select and use the resources that I need for my activity.
- To recognise that I am a member of a community, e.g. our school or a person who lives in Retford.
- To become more confident around unfamiliar visitors to Nursery.
- To develop my play with other children.
- To begin to think about how I can solve disagreements.
- To remember the school rules and follow the respect values.
- To be able to talk about how I am feeling, and to think about how others might be feeling.
- To become more independent in my personal care.
- To be able to put on my own coat and start to fasten the zip.

**Communication and Language**

- To talk about what happened in a story we have read.
- To pay attention to more than one thing at a time.
- To use a wider range of vocabulary and longer sentences.
- To follow a range of instructions appropriately.
- To sing lots of different songs.
- To use different tenses when talking to familiar people.
- To develop my speech so I can pronounce more sounds.
- To be able to share my ideas and point of view.
- To start a conversation with a friend or familiar adult.
- To talk to my friends within our play.

**Physical Development**

- To develop my movement on outdoor equipment.
- To be able to walk up and down steps with alternate feet.
- To develop my balance to help me to freeze, hop or stand on one leg.
- To develop my muscles so I can wave streamers or create larger marks such as paintings.
- To take part in some group games that I make up with my friends.
- To remember patterns of movements that link to music.
- To decide how to move safely when using different equipment.
- To choose the right resources to complete a task.
- To work with friends to safely move larger pieces of equipment.
- To safely use one handed tools, e.g. snipping with scissors, cutting with playdough tools.
- To use a good pencil grip with a dominant hand.
- To put on my own coat and start to do my zip.

**Specific Areas**  
Intentions and Outcomes to be covered across the term

**Literacy**

- To understand that different texts are for different purposes, that books have different parts, and the order which I should read books (front to back).
- To spot rhyming words, and think of other words that rhyme.
- To be able to clap syllables in a word.
- To recognise words that start with the same word, e.g. money and mum.
- To be able to talk about different stories.
- To use some of my letter knowledge when making marks, e.g. writing 'm' for mummy.
- To start to write my name.
- To write some correctly formed letters.

**Maths**

- To create my own repeating pattern and to correct an error in an existing pattern.
- To select shapes appropriately when making pictures, e.g. choosing a triangle for a roof, or fitting jigsaw puzzle pieces.
- To be able to count beyond 5.
- To show finger numbers up to 5
- To subitise up to 5 objects.
- To 'give' to correct amount of objects when I see a numeral, e.g. giving 3 pencils when I see '3', up to 5.
- To solve some real life maths problems, e.g. if there are 5 children and I only have 4 cartons of milk, how many more do I need?
- To start to make my own symbols, marks and numbers.
- To start to talk about a sequence of events (real or fictional), by using words such as 'first,' 'next' or 'then'

**Understanding the World**

- To use my senses to explore natural objects.
- To show interest in natural objects, e.g. playing in transient art or the mud kitchen, or pointing out natural things outside.
- To talk about how materials change, e.g. ice melting, water freezing.
- To talk about what I see, using a wide vocabulary.
- To show an interest in the jobs people do.
- To start to understand my life story and the history of my family.
- To explore how things work.
- To start to understand life cycles.
- To understand the need to respect and care for the natural environment and all living things.
- To explore and talk about forces, e.g. floating and sinking, or a car being pushed.
- To develop positive attitudes towards the differences between people.
- To know that there are different countries in the world and talk about the differences I have experienced or seen in photos.

**Expressive Arts and Design**

- To develop stories using toys such as small world, dolls, role play, etc.
- To make settings for my stories, e.g. using blocks to make a town for the small world people.
- To explore different materials freely, in order to develop my ideas about how to use them and what to make.
- To develop my own ideas and then decide which materials to use to express them.
- To draw shapes that represent objects.
- To show different emotions within my drawings, e.g. drawing someone who is happy, sad, scared, etc.
- To explore colour mixing.
- To develop my listening and attention skills, and to talk about what I have heard.
- To remember and sing entire songs, copying the tone of another person.
- To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- To create songs or improvise my own using familiar songs.
- To play instruments with increasing control to express my feelings and ideas.

