

Topic: Journeys			Year Group: Nursery	Term: Summer 2	
The Big Question: What is a journey?					
Key Questions: Where would you like to go on a journey? How would you get there?					
Vocabulary: journey, map, earth, travel, place, move, change // all, last, between, most, around, old, after // summer, strange, liquid, dream, high, worry, explore					
Prime Areas			Key Texts for Topic	FS1 Reading Spine	
Communication and Language	Personal, Social and Emotional Development	Physical Development			
<p>I enjoy listening to longer stories and can remember much of what happens.</p> <p>I can understand 'why' questions.</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 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 am developing my sense of responsibility and membership of a community.</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 am showing more confidence in new social situations.</p> <p>I can talk with others to solve conflicts.</p> <p>I am gradually understanding how others might be feeling.</p> <p>I can make healthy choices about food, drink, activity, toothbrushing.</p>	<p>I am continuing to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>I can skip, hop and stand on one leg and hold a pose for a game like musical statues.</p> <p>I am increasingly able to use and remember sequences and patterns of movements which are related to music & rhythm.</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 a comfortable grip with good control when holding pens and pencils.</p>	<p>Summer Story Path</p> <p>Once Upon a Raindrop</p> <p>Just in Case You Want to Fly</p> <p>Up, Up, Up!</p> <p>Silly Billy</p> <p>Ruby's Worry</p> <p>Pantosuarus</p>	<p>Owl Babies, Pip and Posy Super Scooter, Red Rockets and Rainbow Jelly, Shark in the Park, Meg & Mog, Dear Zoo, Little Rabbit Foo Foo, Polar Bear Polar Bear, Peace at Last, Brown Bear, Brown Bear, Whatever Next, The Very Hungry Caterpillar, Not Now Bernard, The Tiger Who Came to Tea, The Gruffalo, The Train Ride.</p> <p>Storytelling:</p> <p>Poetry: The Oxford Treasury of Nursery Rhymes</p>	
Specific Areas				Phonics	Visits/ Experiments/ Events/ Special Days
Literacy	Mathematics	Understanding the World	Expressive Arts and Design		
<p>I understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning 	<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 talk about what I see, using a wide vocabulary.</p> <p>I am continuing to develop positive attitudes about</p>	<p>I am beginning to develop complex stories using small world equipment.</p>	<p>RWI set 1 sounds (letters of alphabet)</p>	<p>Plant sunflower seeds</p> <p>Sports Day Transition</p>

<ul style="list-style-type: none"> • 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 recognise words with the same initial sound, such as money and mother.</p> <p>I can spot and suggest rhymes.</p> <p>I can write some or all of my name.</p> <p>I can write some letters accurately.</p>	<p>I can solve real world mathematical problems with no. to 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 talk about and explore 2D and 3D shapes using informal and mathematical language: sides, corners; straight, flat, round.</p> <p>I can understand position through words alone.</p> <p>I can describe a familiar route.</p> <p>I can make comparisons between objects relating to size, length, weight and capacity.</p> <p>I can combine shapes to make new ones – arch, bigger triangle</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>the differences between people.</p> <p>I am beginning to make sense of my own life-story and family's history.</p> <p>I show interest in different occupations.</p> <p>I can plant seeds and care for growing plants.</p> <p>I explore and talk about different forces I can feel.</p> <p>I know that there are different countries in the world and talk about the differences I have experienced or seen in photos</p>	<p>I can make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>I can draw with increasing complexity and detail.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p> <p>I can create my own songs or improvise a song around one I know.</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p>	<table border="1"> <tr> <td data-bbox="1827 76 1962 113"></td> <td data-bbox="1962 76 2154 113"></td> </tr> <tr> <td colspan="2" data-bbox="1827 113 2154 188" style="background-color: red; color: white; text-align: center;">Nursery Rhyme of the Week</td> </tr> <tr> <td colspan="2" data-bbox="1827 188 2154 793"> <p>The wheels on the bus There was an old lady Three blind mice Jack and Jill Hickory dickory dock Polly put the kettle on I'm a little teapot</p> </td> </tr> </table>			Nursery Rhyme of the Week		<p>The wheels on the bus There was an old lady Three blind mice Jack and Jill Hickory dickory dock Polly put the kettle on I'm a little teapot</p>	
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