

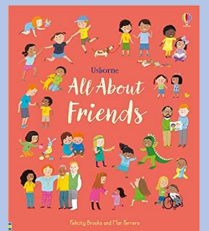
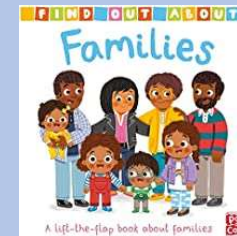
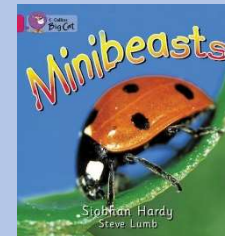
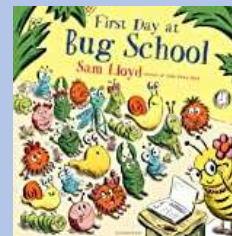
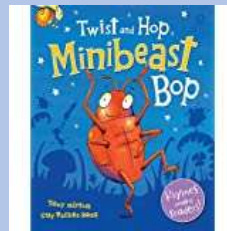
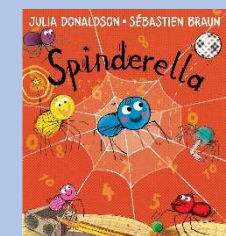
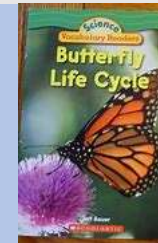
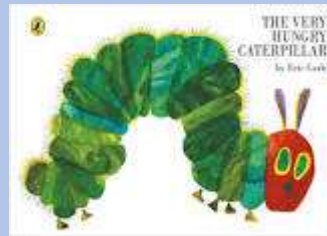


Colton Nursery Summer 1 MTP



Possible topic areas
(based on children's
interests in past
years).

Spring/ Minibeasts/ Growing/ Growing up/ Keeping healthy/Life cycles

Possible Books





Area & Curriculum Goal	Objectives/ Skills	Vocabulary/ Question bank
 Communication and Language: CURRICULUM FOR LIFE: EFFECTIVE COMMUNICATORS	<p>Pupils to keep play going in response to ideas of others & engage in conversation relevant to play theme.</p> <p>Pupils to retell own stories for teacher scribing – Talk 4 Writing</p> <p>Pupils to answer who, what and where questions in relation to stories which have been read. Some pupils to begin answering why questions.</p> <p>Pupils to understand why listening is important and continue to develop this skill while being read to.</p>	<p>Learn new vocabulary</p> <p>Use new vocabulary through the day in discussions and conversations.</p> <p>Learn new rhymes, poems, and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Spiders, web minibeasts, life cycle, changes, egg, cocoon, chrysalis, proboscis, what is happening, what can you see, what has changed.</p>
 Personal, Social & Emotional CURRICULUM FOR LIFE: EMPATHY & SELF AWARENESS	<p>Feelings:</p> <p>To continue to talk about feelings in a descriptive way. Pupils to identify different feelings and why people feel like they do in certain situations.</p> <p>Social skills:</p> <p>Friendship – Pupils to continue to develop friendships within the classroom. Pupils to continue to know and learn what makes a good friend.</p> <p>Independence:</p> <p>To continue to develop their independence skills with managing their needs such as going to the toilet and getting a drink for themselves.</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p> <p>Friend, kind, helpful, look after, Kind hands. Sad. Happy, scared. Cross, angry. Help your self, you</p>



Jigsaw theme – Relationships

Covering - My Family and Me!, Make Friends, Make Friends Never Ever Break Friends!, Falling Out and Bullying Part , Being the best friend we can be.

RE – F.4 What makes a good helper?

Pupils to learn what makes a good helper. What qualities can they think of that means they are a good helper? Refer to looking after our nursery classroom

can do it, have a go, try, keeping trying.



Physical
Development

Fine motor skills

Continue to develop fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Development of cutting skills. Pupils to use looped scissors and handle scissors to make cuts in the paper.

Begin to hold a pencil effectively and comfortably. Beginning to hold a pencil effectively to form some recognisable letters from their name. Some pupils to begin to hold a pencil to draw lines and circles.

Continue to becoming more independent with getting dressed and undressed with putting on coats, zipping coats up and changing into outdoor shoes.

Gross motor skills

To continue to develop muscle strength by running, jumping, hopping, crawling. This can be done by also using apparatus in the hall.

To develop control and body strength by peddling bikes outside.

Continue to develop both gross and fine motor skills using various resources both inside and outside the classroom.

Cutting, scissors, snipping, follow, try, circles, lines, around, coats, zips, try, pull, push, up, down. Letters, name. Run, jump, balance, steady, careful, faster, slower, crawl, belly crawl, slither, hop, peddle, control, steer.

CURRICULUM
FOR LIFE:
SKILLS FOR LIFE



Literacy

CURRICULUM FOR LIFE: EFFECTIVE COMMUNICATORS & SKILLS FOR LIFE

Retell stories in the correct sequence. Pupils to recall events from stories and draw what they can remember (Talk4Writing)

Play influenced by experience of books. Pupils to engage in role play from what they have heard in stories (Pupils to build dens/tents and go camping)

Begin to form some letters from their name accurately and also develop a comfortable pencil grip.

PHONICS: RWI

Continue with Phase 1 phonic games which covers syllables, environmental sounds and rhyme,

Introduce Phase 2 phonic sounds m, a, s, d, t, l, n, o, p, g, o, c, k, u, b, f. Pupils to identify objects beginning with that sound and air write. Some pupils to practice writing in sand, flour etc.

Stories read everyday in class, children to answer questions about what they have heard.

Letter sounds, write, camp, hunt, dark, tent, stars, minibeasts, cook, spiders, worms, what happens in the story? Where will you find minibeasts? What did the spider make? How did the caterpillar change?

Life cycle, cocoon, proboscis, chrysalis.

**Maths**
**CURRICULUM
FOR LIFE:
SKILLS FOR
LIFE &
DIGITALLY
LITERATE**

Number work to be carried out in small groups or on a one to one basis.

Number 1-3

Pupils to recognise and order numbers 1-3. Pupils to count out objects accurately for each number and place in order.

Number 1-5 and beyond

Pupils to recognise and order numbers 1-5 and beyond. Pupils to count out objects accurately for each number and place in order. Pupils to also focus on number formation/representing each number using marks.
Pupils to begin to compare quantities and use language such as more, less.

Length/Measure

Encourage to use specific maths vocab relating to length (longer, long, shorter, short)

Time

Order and sequence times and use language such as next, after, then to describe when events happen (Butterfly life cycle)

2D shapes

Create images using 2d shapes. Sort shapes according to numbers of sides, corners etc.

Pattern

Build on last terms knowledge of pattern. Introduce repeating patterns – ABABABAB. Pupils to continue repeating patterns. Some pupils to identify mistakes within the pattern and correct it.

Continue to revisit key skills – Counting, subitising, composition, sorting, matching and ordering.

How many legs, eyes, antenna etc. numbers 1-5. Measure, long, sort, longer shorter, more, less, how many, count, check, next, after, then, shape names, 2d, 3d, sides, corners, what other shape can you make, pattern, same, different, change, over and over, repeat.

**Understanding****Chronology and Enquiry:**

Talk about and understand changes in relation to the life cycle of a butterfly – first, then, next.

Mapping:

Comment on what they notice about the environment where they live and understand the effect of the changing seasons on



the World

CURRICULUM

FOR LIFE:

UNDERSTAND

SUSTAINABILITY,

LOCAL &

GLOBAL

CITIZENS,

DIGITALLY

LITERATE.

Create a simple map which shows the route down to Windmill wood. Pupils to add detail to show the route taken when walking down to windmill wood.

Enquiry:

Pupils to comment and ask questions about their immediate environment and find out more about life cycles.

Identify key features of a life cycle of a butterfly and explain what plants need to grow.

the natural world around them. Describe what they see, hear, and feel outside.

Explore the natural world (Windmill woods) and make observations and drawing pictures of minibeasts and plants.

Habitat, live, burrow, hide, underneath, bellow, under, in, web, wings, legs, shell, hard, short, compartments, cocoon, 2 weeks, change, life cycle, proboscis, chrysalis, antenna, next, then.



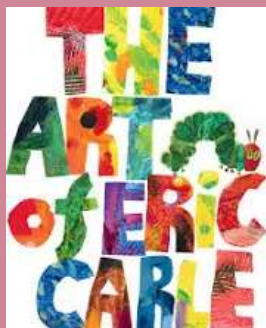
Expressive Arts & Design

CURRICULUM
FOR LIFE:
APPRECIATE
THE ARTS

Explore colour to create own butterfly art. Pupils to use paint and select colours to create a butterfly.

Pupils to investigate colour mixing and explore.

Summer Artist Study: Eric Carle



Music

Charanga Songs:

The Wheels on The Bus

Incy Wincy Spider

Baa, Baa Black Sheep

Row, Row, Row Your Boat

Pupils to use junk models to create own musical instruments.

Pupils to join in with copying a beat to music.

Explore and use a range of resources to create art.

Explore and engage in music making.

Colour names, mix, change, light dark, add, more, less. Artist, experiment, design, create, different. Sound, shake, bang, wobble, scrape, materials, hard, soft, change, loud, quiet.