



Barnet Hill Academy Termly Overview

Nursery

Topic: Sunshine and Flower

Term Summer 2

Summer 2 milestones	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Literacy</p> <p>Writing</p> <p>Gives meaning to marks they make as they draw or write.</p> <p>Attempts to write the name.</p> <p>Write some letters accurately.</p> <p>HA-Write their name or part of their name.</p> <p>Reading</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet</p>	<p>Sam plant a Sunflower</p> <p>Children at the expected level of development will:-demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, and poems and during role play.</p> <p>Children will be planting a sunflower and watching them grow over the weeks. They will talk about what happened in the story and why Sam was so impatient about his plant.</p> <p>Phonics</p> <p>From Seed to Sandwich Lesson 1: Make a sandwich</p>	<p>Sam plant a Sunflower</p> <p>Children learn that a story is an account of something that happened that can be true or made up.</p> <p>Stories have an order, including a beginning, middle, and end.</p> <p>There are things that some stories have in common, such as similar characters, plots, and settings.</p> <p>. Children will learn that a human being and like animals, bugs, minibeasts...etc</p> <p>Phonics</p> <p>From Seed to Sandwich:</p>	<p>The very Hungry Caterpillar.</p> <p>Children will learn the life cycle of a butterfly by Providing pictures of each stage of the story.</p> <p>children will be provided with real-life caterpillars of the caterpillar and see them changing to butterflies.</p> <p>Children will anticipate the story's key events through</p> <p>What happened first?</p> <p>What happened next?</p> <p>What happened to the caterpillar?</p> <p>What different types of food did he eat?</p> <p>Phonics</p> <p>From Seed to Sandwich: Lesson 2: What is in my shopping bag?</p>	<p>The Very Hungry Caterpillar.</p> <p>Create a story basket and read the story together, modelling how to use the props. Encourage the children to try retelling the story using props.</p> <p>Children to sequence the pictures using the language of 'first', 'next', 'then', 'after that' etc.</p> <p>Phonics</p> <p>From Seed to Sandwich: Lesson 3: Silly sandwich</p> <p>Rhyme:</p> <p>Incy wincy spider</p> <p>Core Book:</p> <p>The very hungry Caterpillar</p> <p>Idiom of the week</p>	<p>Mad about minibeasts</p> <p>Children will enjoy joining in with all the noisy sound words and looking at the colourful pictures, as they discover all sorts of minibeasts – including ladybirds, beetles, wriggly worms, snails, and munching caterpillars!</p> <p>Children will learn about minibeasts' different habitats, and being able to name them.</p> <p>Children will learn that minibeasts differs in colours, shapes, size.</p> <p>Phonics</p> <p>From Seed to Sandwich: Lesson 4: Sound detectives</p> <p>Rhyme</p> <p>There's a worm at the bottom of the garden</p> <p>Core Book:</p> <p>Mad about Minibeasts</p>	<p>My Shadow</p> <p>Children learn while playing that shadow is a dark shape that can be seen on a surface like a floor or wall. It is made when an opaque object blocks light.</p> <p>Children will enjoy exploring shadows throughout activities that will be set both indoor and outdoor.</p> <p>They will also learn that Shadows are made on sunny days, and They can be big or small and can change shape and size.</p> <p>Phonics</p> <p>From Seed to</p>

<p>Rhymes Shows awareness of rhyme.</p> <p>Phonics</p> <ul style="list-style-type: none"> Hears and says some letters and sounds. Think about the sounds that words start with. Begin oral blending and segmenting. <p>HA- Able to sound out CVC words</p>	<p>Rhyme: <i>you are my sunshine</i></p> <p>Core Book: <i>Sam plant a sunflower</i></p> <p>Idiom of the week</p> <p>Be as fresh as a Daisy Meaning: to be full of energy and enthusiasm</p> <p>Word of the week</p> <p>Blowing Meaning: move creating an air current.</p>	<p>Lesson 1: Segment words throughout the day, for example, "It's time to get your c-oa-t-s on", "Go and w-a-sh your h-a-n-d-s".</p> <p>Rhyme: Here we go around a Mulberry bush</p> <p>Core Book: Sam plant a Sunflower</p> <p>Idiom of the week Hit the hay</p> <p>Meaning: to retire for the evening' or 'to go to bed'.</p> <p>Word of the week:</p> <p>Splendid</p> <p>Meaning: magnificent; very impressive.</p>	<p>Rhyme: A tiny caterpillar on a leaf</p> <p>Core Book: <i>The Very Hungry Caterpillar</i></p> <p>Idiom of the week: <i>"Snug as a Bug in a Rug"</i></p> <p>Meaning: Very cozy and comfortable</p> <p>Word of the week: fascinating.</p> <p>Meaning: extremely interesting.</p>	<p>"Mind Your Own Beeswax"</p> <p>Meaning: it's none of your business</p> <p>Word of the week: Hairy</p> <p>Meaning: covered with hair</p>	<p>Idiom of the week <i>"Busy as a Bee"</i></p> <p>Meaning: enjoy doing a lot of things and always keep themselves busy.</p> <p>Word of the week:</p> <p>Creatures</p> <p>Meaning: an animal, as distinct from a human being</p>	<p>Sandwich: Lesson 5: Shopping list game</p> <p>Rhyme: <i>Alouette gentille</i> <i>Alouette</i></p> <p>Core book: <i>My Shadow</i></p> <p>Idiom of the week <i>"A Fly on the Wall"</i></p> <p>Meaning: someone who remains quiet and unnoticed while observing situations</p> <p>Word of the week: flashlight</p> <p>Meaning: an electric torch.</p>
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<p>Mathematics</p>	<p>Learning Topic: Patterns Being able to complete, and copy a pattern.</p> <p>to recognise predictable regularities in shapes, numbers, and measures, to detect sameness and difference, and to make distinctions</p> <p>Children will build up the skill of spotting patterns for themselves, they will see how patterns change and notice irregularities.</p> <p>Children will start to identify the mathematical relationships and connections around them in the home, your setting and outside in nature.</p> <p>Patterning supports the foundations for recall of the counting sequence and understanding number operations. To learn about visual patterns show them patterned material like gingham, polka dots, stripes..</p> <p>Key skills: I can make a pattern I can arrange a pattern I can repeat a pattern</p>	<p>Learning Topic: Exploring Numbers Exploring the numbers 6 and 7, and finding out about their composition. The cardinal value of a number refers to the quantity of things it represents. Playing various number games which will help children to consolidate their number skills.</p> <p>Matching amounts to the correct numeral.</p> <p>Children explore numbers through various number games and singing in the provision areas.</p> <p>Key skills: I can count and order numbers from 1-7. I can count and order objects using numbers from 1-7.</p> <p>HA: Numbers TO COUNT BEYOND TEN.</p>	<p>Learning Topic: Exploring Numbers Exploring the numbers 7 and 8 and finding out about their composition. The cardinal value of a number refers to the quantity of things it represents. Playing various number games which will help children to consolidate their number skills.</p> <p>Matching amounts to the correct numeral.</p> <p>Children explore numbers through various number games and singing in the provision areas.</p> <p>Key skills: I can count and order numbers from 1-8. I can count and order objects using numbers from 1-8.</p> <p>HA: Numbers TO COUNT BEYOND TEN.</p>	<p>Learning Topic: 2D/3D SHAPES . Learning about the properties of 2D Shapes. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, and ‘round’.</p> <p>Key skills: Identify and describe 2D and 3D shapes. Analyse, compare, create, and compose shapes. identify 2D and 3D shapes in different orientations.</p>	<p>Learning Topic: Exploring numbers Exploring the numbers 9 and 10 and finding out about their composition. The cardinal value of a number refers to the quantity of things it represents.</p> <p>Playing various number games which will help children to consolidate their number skills.</p> <p>Matching amounts to the correct numeral.</p> <p>Children explore numbers through various number games and singing in the provision areas.</p> <p>Key skills: I can count and order numbers from 1/10. I can count and order objects using numbers from 1-10.</p> <p>HA: Numbers TO COUNT BEYOND TEN.</p>	<p>Learning Topic: Weight and size Children explore weight and understand the concepts of heavy and light.</p> <p>Children will have the opportunity to weigh different objects on a weight scale.</p> <p>Looking at the size of different objects. Understanding the concepts of big, small, heavy, and light.</p> <p>Key Skills: Children will learn to decide whether an object is heavy or light. compare objects to work out which one is heavier or lighter. compare a series of more than two objects to say which one is heaviest or lightest. learn a series of new maths words, such as heavier or lighter, heaviest or lightest.</p>
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Physical development	<p>Introduce a variety of one-handed tools throughout the nursery, e.g. scissors, and hammers.</p> <p>Pencil control activities, encouraging children to hold pencils correctly and with good control.</p>	<p>Uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed.</p>	<p>children, adjusting speed or changing direction to avoid obstacles.</p>	<p>Introduce a variety of one-handed tools throughout the nursery, e.g. scissors, and hammers.</p> <p>Pencil control activities,</p> <p>Uses simple tools to effect changes to material</p>	<p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p>	<p>Practices some appropriate safety measures without direct supervision.</p>
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How to help at home:	<p>Encourage your child to walk to school or ride their scooter or bicycle. This will support the development of their gross motor skills.</p>
Communication and Language	<p>Learn and use new vocabulary throughout the day e.g... planting, germinate, shadow, habitat, life cycle...etc.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to and during whole class discussions and small group interaction.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class, and one-to-one discussions, offering their ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things happen, make use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.</p>
Personal, Social, and Emotional development Understanding of the world	<p>Understanding of the world</p> <p>The World:</p> <p>Begin to observe and talk about living things in the local environment.</p> <p>Begin to talk about ways to care for a plant or animal.</p> <p>To learn about the life cycle of a sunflower.</p> <p>Care for growing seeds and plants and describe observable features of different types of plants(sunflower) and minibeasts/bugs.</p> <p>To learn about the life cycle of a butterfly.</p> <p>A habitat is a place where living things live. Living things, including plants and animals, live in the local environment.</p>

Learning about shadows and how, where, and why shadows can be seen.

Technology:

Children recognise that a range of technology is used in places such as homes and schools.

Personal, Social, and Emotional development

Can describe self in positive terms and talk about abilities.

Managing Feelings and Behaviour

Beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.

Making Relationships

Takes steps to resolve conflicts with other children e.g. finding a compromise.

