Year Nursery: Summer 1 Growing/Full of Beans!								
Theme	Week 1 12.4.21	Week 2	Week 3	Week 4	Week 5 Eid T/F	Week 6	Week 7	
Events		19.4.21	26.4.21	4.5.21	10.5.21	17.5.21	24.5.21	
Text Click on book to go to story	Jack and the Beanstalk	JASPER'S BEANSTALK Not Betreeth and Mot hispen	by PAT HUTCHINS	Oliver's Vegetables Voia Frech managery Oliver Butter	The Tiny Seed	THE VERY HIVE IN CAREPING IN C	Turnip The Turnip	
PSE Key skills	MR- May form a special friendship with another child. MR- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. SCSA- Expresses own preferences and interests. SCSA- Is more outgoing towards unfamiliar people and more confident in new social situations. MF+B- Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. MF+B- Can usually adapt behaviour to different events, social situations and changes in routine. MF+B- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.							
Literacy Key Skills	R- Repeats words or phrases from familiar stories. R- Listens to and joins in with stories and poems, one-to-one and also in small groups. R- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. R- Listens to stories with increasing attention and recall. R-Recognises own name W- Distinguishes between the different marks they make. W- Sometimes gives meaning to marks as they draw and paint. W- Ascribes meanings to marks that they see in different places. W- Writes recognisable letters from own name then writes own name using cursive formation							
Phonics	Phase 1 — Aspect 1 Phase 2 - p	Phase 1 – Aspect 2 Phase 2 - i	Phase 1- Aspect 3 Phase 2 - n	Phase 1 Aspect 4 Phase 2 - m	Phase 1 Aspect 5 Phase 2 -d	Phase 1 Aspect 6 Phase 2 -q	Phase 1 – Rhymes Phase 2 -o	
Maths Key Skills	N- Begins to make comparisons between quantities. N- Knows that a group of things changes in quantity when something is added or taken away. N- Knows that numbers identify how many objects are in a set. N- Beginning to represent numbers using fingers, marks on paper or pictures. N- Sometimes matches numeral and quantity correctly. S,S+M- Beginning to categorise objects according to properties such as shape or size. S,S+M- Shows awareness of similarities of shapes in the environment.							
Number Focus Area of Development Focus Communication and Language	L+A- Focusing attention U- Developing understan U- Shows understanding S- Uses simple sentences S- Uses gestures, someting	– still listen or do, but ca ading of simple concepts (o of prepositions such as 'u (e.g.' <i>Mummy gonna wo</i> mes with limited talk, e.g.	n shift own attention. e.g. <i>big/little</i>). ınder', 'on top', 'behind' by ca			Focus number 7	Focus number 8	

Area of Development	E+UM+M- Joins in singing favourite songs.				
Focus	E+UM+M- Realises tools can be used for a purpose.				
Expressive Arts and	EA — Creates simple representations of events, people and objects				
Design	BI — Chooses particular colours for a purpose				
-	BI- Beginning to make-believe by pretending.				
	BI- Engages in imaginative role-play based on own first-hand experiences.				
	BI- Creates movement in response to music.				
Area of Development	M+H- Runs safely on whole foot.				
Focus	M+H- Can kick a large ball.				
Physical	M+H- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.				
Funky fingers	M+H- Can catch a large ball.				
· · · · · · · · · · · · · · · · · · ·	M+H- Walks downstairs, two feet to each step while carrying a small object.				
	M+H- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.				
	M+H- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.				
	H+SC- Beginning to recognise danger and seeks support of significant adults for help.				
	H+SC- Observes the effects of activity on their bodies				
Area of Development	P+C- Beginning to have their own friends.				
Focus	P+C- Recognises and describes special times or events for family or friends.				
Knowledge and	TW- Notices detailed features of objects in their environment.				
Understanding	TW- Developing an understanding of growth, decay and changes over time.				
Onderstanding	T- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.				
	T- Knows that information can be retrieved from computers.				
	- Mono that high matter can be removed from compacts.				

Phase 1 Phonics Aspect 1 - General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - |c|-|u|-|p| cup, with the children joining in.