



Holly Hill Nursery
Jelly Beans - Summer Term Plan

Theme Name	Summary of theme What are you going to do and why?	Final outcome What will the final outcome be? How will this be promoted?
Where we live	We will be exploring the children's houses and families, types of house in general, transport in the local area, types of shops and building in the locals area and local parks.	Create a 3D map of the local area (plywood base, keep it in the old cloakroom when not working on it) Transport trip

WOW What WOW moment will take place in the first few days of the term?	Key Staff	Key contact numbers/websites/resources/dates	Classroom Environment	Key Texts
Go for a walk to see their houses - take photos to use for a display	Imogen Carr, James Bowman, Tracy Stephenson	Nexus metro Ferry	Metro/bus role play ASDA role play Hairdresser role play 3D map Houses display - using photos of their houses.	On the way home from school - Jill Murphy This is our house - Micheal Rosen Dora the Explorer Barnaby Bear

Calendar & Key Milestones Include specific dates Blue - key dates Purple - weekly task Red - trip	Learning Outcome What are you going to do/write/create/build?	Exhibition venue Where will this take place?	Exhibition plan How will you promote the exhibition? How will you exhibit your work? Who will you be inviting?	Learning goals What key parts of the curriculum will this include? What skills will be practised?
Week 1 19.04.21 National Parks Week - 17/04/21-25/04/21 St Georges Day 23/4/2021	Introduce the topic by going for a walk around the local area to visit some of their houses. Adults to plan the route carefully first so we can walk the shortest distance. Children who live further away can send in a photos of their house. Talk about the parks that we pass, stop at a park to have a play on the equipment. Do one walk in the afternoon to include afternoon children. Discussion around what their houses look like - what colour is their front door? What number is on their house? Show the children the base for the big map and explain that we will be building it our the next few weeks. Building the nursery from junk modelling for our big map . St George's day activities on Friday - flag making and dragons	Local area - round childrens houses	Permission letter to go home.	Notices detailed features of objects in their environment. Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world. Shows an interest in numerals in the environment. Engages in imaginative role play based on own first-hand experiences. Uses available resources to create props to support role play. Beginning to make-believe by pretending. Uses vocabulary focused on objects and people that are of particular importance to them.

	<p>Introduce class bear and that it will go home to one of their houses every week. Dressing up role play - following their interests</p>			
<p>Week 2 26.04.21</p>	<p>Building their houses out of junk modelling - use photos of their houses to help them. Add them to the big map.</p> <p>Who lives in your house? - create pictures of who lives in their house. If they live in two houses (with mam in one, with dad in another, let them do two houses). Compare children's pictures of who they live with - discuss similarities and differences.</p> <p>Building houses in the construction area - make some of the blocks into houses (stick on paper to make windows and doors) so they can use them to make a street. Use the road mats.</p> <p>Enhance home corner</p> <p>Build houses outside - den building?</p>			<p>Uses various construction materials Shows interest in the lives of people who are familiar to them Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Has a sense of own immediate family and relations. Learns that they have similarities and differences that connect them to, and distinguish them from, others Notices detailed features of objects in their environment. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Engages in imaginative role play based on own first-hand experiences. Uses vocabulary focused on objects and people that are of particular importance to them.</p>
<p>Week 3 03.05.21 National Walking month Children book week - 3-9/05</p>	<p>Continue with the making of their houses until every child has made one for our map.</p> <p>Look at their family trees - Talk about who is in them, compare them. Extend them to include Aunties and uncles. Link to homelink - write out family tree. Compare family trees which who is on them. Whose houses do they go to? Do they have cousins that they play with.</p> <p>Paint/collage self portraits - compare them to their parents. Do they have the same colour hair? Eyes? etc</p> <p>Set up transport role play</p>			<p>Shows interest in the lives of people who are familiar to them Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Has a sense of own immediate family and relations Experiments with blocks, colours and marks. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Uses vocabulary focused on objects and people that are of particular importance to them. Confident to talk to other children when playing, and will communicate freely about own home and community</p>
<p>Week 4 10.05.21</p>	<p>Transport - go out into the local area and do a transport survey. Count how many of each type of transport.</p> <p>How do you come to nursery? - walk, car, bus Create pictogram for how they come to nursery. Ask parents at the door and adults fill out a table for how children come to nursery (to help in the chat).</p> <p>Role play - metro/bus. Seats for them to role play being on the bus/metro. Bus stop, ticket machine. Children create own bus tickets. Cardboard box with small roll of paper in for the ticket machine.</p>		<p>Letter home to parent to get permission for the trip to the metro Risk assessment</p>	<p>Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Uses vocabulary focused on objects and people that are of particular importance to them. Knows that numbers identify how many objects are in a set Uses some number names accurately in play. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role play based on own first-hand experiences. Uses available resources to create props to support role play.</p>

<p>Week 5 17.05.21</p>	<p>Make different types of transport in the creative area - car, bus, train etc. to be used in our 3D map.</p> <p>Go on a trip to look at different types of transport and where we go for them - visit Felling Metro station. Look at bus stops on the way. Look at the car garage on the corner for getting broken cars fixed.</p> <p>Construction area - create a car garage with small world</p>		<p>Letters for permission to be signed. Outing log signed</p>	<p>Uses available resources to create props to support role play. Shows interest in different occupations and ways of life. Talks about why things happen and how things work. Uses various construction materials. Builds stories around toys Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play</p>
<p>Week 6 24.05.21</p>	<p>Look at what modes of transport that we use on land/water/air/road/rails etc. Explain about our trip in the summer where we will get to use some of these.</p> <p>Look into visiting a car garage or car wash to see what they do.</p>		<p>Trip letter about visiting a car garage</p>	<p>Builds up vocabulary that reflects the breadth of their experiences. Listen to others one-to-one or in small groups, when conversation interests them. Shows interest in different occupations and ways of life. Talks about why things happen and how things work</p>
<p>Half Term</p>				
<p>Week 7 07.06.21</p>	<p>Continue with transport theme.</p>			
<p>Week 8 14.06.21 Father's Day - 20/06/21</p>	<p>Children to collage a big heart. Staff to take a photos of the children holding the heart, to stick on the card. Write I love you on the front. If card is going to a dad, write happy father's day inside it or if it is going to a grandad write 'to someone special'.</p> <p>Get books for the reading area about dads and grandads.</p>		<p>Letter home for trip permission</p>	<p>Manipulates materials to achieve a planned effect. Shows interest in the lives of people who are familiar to them Recognises and describes special times or events for family or friends Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Listens to stories with increasing attention and recall. Experiments with blocks, colours and marks. Has a sense of own immediate family and relations.</p>

	Have some discussion with the children around the fact that some people don't have a dad and some have a dad but don't live with them.			
Week 9 21.06.21	Go for a walk around the local area and talk about the different things that are available. Take photos of each of them for using back at the nursery. Barbers, hairdressers, bingo hall, pub, charity shop, other shops, gym, library, doctors, pizza shop, kids roleplay centre, bookies, nursing home, post office Set up role play - asda, hairdressers etc. Go with whichever is their interest.		Outings log Risk assessment	In pretend play, imitates everyday actions and events from own family and cultural background Notifies detailed features of objects in their environment. Expresses own preferences and interests. Shows interest in different occupations and ways of life Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world. Can talk about some of the things they have observed, such as plants, animals, natural and found objects. Builds up vocabulary that reflects the breadth of their experiences. Engages in imaginative role play based on own first-hand experiences
Week 10 28.06.21	Compare our area to another area that is different - i.e. more rural. Look at photos of where their school is and what shops (if any) that they have nearby. Take children into ASDA to look at the different sections, where the tills are etc. each small group buy a range of fruit and veg for us to bring back and taste.		Outings log Risk assessment	Notifies detailed features of objects in their environment Eats a healthy range of foodstuffs and understands the need for variety in food. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Learns that they have similarities and differences that connect them to, and distinguish them from, others
Week 11 05.07.21	Visit to local bingo hall with Adam's mam. Harry's Mam to visit wearing ASDA uniform and talk about working there. Visit to ASDA if possible. Open it up to other parents coming in to talk about their jobs. Create models of the local businesses to add to our 3D map.			Shows interest in different occupations and ways of life Listens to others one-to-one or in small groups, when conversation interests them. Shows interest in the lives of people who are familiar to them Uses various construction materials Create simple representations of events, people and objects Chooses particular colours to use for a purpose.
Week 12 12.07.21	End of project trip Metro from Felling to South Shields, ferry over to north shields. Bus/walk to the fish quay and have lunch. Bus back to the ferry. Metro home. Look into metro/bus passes for schools	South shields/north shields	Outings log Risk assessment	Shows interest in different occupations and ways of life Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world. Can talk about some of the things they have observed Talks about why things happen and how things work. Builds up vocabulary that reflects the breadth of their experiences.
Week 13 19.07.21	Olympics week Split children into groups and give each group a country. Children to make their own flags. Have an 'Olympics' sports day. Children to dress up in the colours of their flag. Invite all children even if it is not their normal day, invite parents too. Look at some of the different sports and try out our own version of them. Try food from the different countries from each group. Look at their national dress/culture.		Letter home to inform parents of the sports day and of clothing needed.	Creates and experiments with symbols and marks representing ideas of number. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Uses some number names accurately in play Beginning to represent numbers using fingers, marks on paper or pictures. Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment.

	Make medals for the sports day - do lots of work around 1st, 2nd and 3rd language. See twinkl for olympics sports day activity ideas.			
End of Summer Term				