



Holly Hill Nursery
Jelly Tots - 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	Exploring the local area the our parks, houses, transport and the shops.	Create a map of the local area using photos that have been taken throughout the term. If there are no covid restrictions, have a celebration the local park, children perform songs based around the local area learning (wheels on the bus, teddy bear went shopping, I ride my little bicycle)

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
A walk around the local area to see where they live	Jan smith, Brenda Treharne , Denise Laing, Ashleigh White	Branling Fruit Shop Compost, planters, seeds, potatoes Father's Day - 14/06/21 National Park's week - 17/04/21-25/04/21	Shop role play,	Supertato - got Three little pigs - got Ten little fingers and ten little toes - buy Oliver's vegetables Lola Plants a garden - buy Love your world - got The tiny seed - buy Spot goes shopping - got The enormous turnip - got Duck in the truck - got Mighty machine - imogen

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	Begin the topic by going for a walk to explore the local area. Walk around and discuss where they live, what shops they can see and what other buildings there are. Have they been to any of them? Ask parents to come and help with the trip, no parents in the building however, meet them outside. Spread trips over the week so all children are involved. Covid dependant so parents can help.	Local area or play park	Letter out to parents to help with the trip/walk Outings log for the playpark trip Risk assessment for the walk or playpark needed	Is curious about people and shows interest in stories about themselves and their family. Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Beginning to ask simple questions. Beginning to talk about people and things that are not present. Understands simple sentences (e.g. 'Throw the ball'.) Beginning to put two words together (e.g. 'want ball', 'more juice'). Walks upstairs holding hand of adult.

	<p>If covid restrictions are still in place, take the children to the play park out the back. Go several times across the week so that all children can be involved.</p>			<p>Comes downstairs backwards on knees (crawling). Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Responds to a few appropriate boundaries, with encouragement and support. Plays alongside others. Notices detailed features of objects in their environment. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is...?) Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Shows understanding and cooperates with some boundaries and routines. 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.</p>
<p>Week 2 26.04.21</p>	<p>Trip to the local park - look at the different spring flowers and what colours they are. Go out and see the grow jeans flowers.</p> <p>Learn 'the farmer plants the seeds' song. https://www.youtube.com/watch?v=cRhG0dqWlIc</p> <p>Make flags for St George's day - take to the park on the trip Dye rice red - make a flag in the the tough spot Red and white shaving foam</p>			<p>Notices detailed features of objects in their environment. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>Beginning to categorise objects according to properties, such as shape or size. Begins to use the language of size. Learns that they have similarities and differences that connect them to, and distinguish them from, others. Explores and experiments with a range of media through sensory exploration and using whole body. Notices and is interested in the effects of making movements which leave marks. Experiments with blocks, colours and marks.</p>
<p>Week 3 03.05.21 National Walking month</p>	<p>Plant daffodils into small pots inside to take home. Read Lola plants a garden and love your world</p>	<p>Local Park</p>	<p>Letter home about visiting the allotments</p>	<p>Notices detailed features of objects in their environment. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences (e.g. 'Throw the ball.')</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking Learns that they have similarities and differences that connect them to, and distinguish them from, others. Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p>

Week 4
10.05.21

Visit the local fruit shop to buy a range of herbs. Bring back for some tasting and smelling. AM trip on a different day so other children can be involved. Look at ratios and parental involvement.

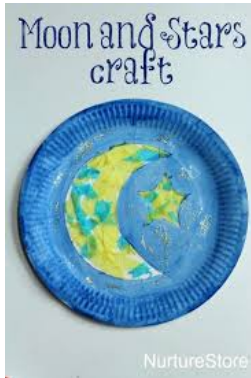
Use a large black plant pot to plant herbs outside.

Soil in the tough spot - tools, buckets, seeds, water

Read the tiny seed

Link to mental health week - make potatoes happy or sad
Emojis in the tough spot - make happy, sad or angry faces by sticking eyes noses and mouths. Read the colour monster story again.

Ramadan and Eid - talk about what muslims do during Ramadan and how they celebrate Eid. Read Rameena's Ramadan ebook (on the drive). Create a moon and stars mobile on a paper plate, ramadan lantern, moon and star cookies or melon shapes



See twinkl for EYFS Ramadan/eid ideas and photos

Local fruit shop - Branling

Letter home to parents for consent and to invite on the trip.

Risk assessment

Listens with interest to the noises adults make when they read stories.
Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'
Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
Learns new words very rapidly and is able to use them in communicating.
Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.
Can express their own feelings, such as sad, happy, cross, scared, worried
Uses simple sentences (e.g. 'Mummy gonna work.')

Experiments with blocks, colours and marks.
Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
Enjoys filling and emptying containers.

<p>Week 5 17.05.21</p>	<p>Use potatoes bought last week for activities involving planting them. Printing with potatoes Play the mr potato head game Make their own mash potato from real potatoes Supertato book.</p> <p>Do some planting outside - plant potatoes to grow. Use small plant pot.</p>	<p>Local fruit shop - Branling</p>	<p>Letter home to parents for consent and to invite on the trip.</p> <p>Risk assessment</p>	<p>Listens with interest to the noises adults make when they read stories. Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>Experiments with blocks, colours and marks. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Explores and experiments with a range of media through sensory exploration and using whole body. Plays alongside others. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. Beginning to put two words together (e.g. 'want ball', 'more juice'). Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Beginning to ask simple questions</p>
<p>Week 6 24.05.21</p>	<p>Set up a generic role play shop - print off the logos for the locals shops for the children to recognise (greggs, asda, boots, card factory, Bramlings, Emersons pets shop, Barnardos). Staff to take and print off photos of the shops for the children to recognise.</p> <p>Food tasting from different shops</p> <p>Incorporate 'Teddy bear went shopping' and 'five current buns' in a baker's shop.</p> <p>Book - spot goes shopping</p>			<p>Begins to move to music, listen to or join in rhymes or songs. Pretends that one object represents another, especially when objects have characteristics in common. Develops own likes and dislikes in food and drink. Willing to try new food textures and tastes. Imitates and improvises actions they have observed, e.g. clapping or waving. Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Matches parts of objects that fit together, e.g. puts lid on teapot. Joins in singing favourite songs Shows interest in play with sounds, songs and rhymes. Feeds self competently with spoon. Learns new words very rapidly and is able to use them in communicating. Beginning to make-believe by pretending Expresses self through physical action and sound. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>
<p>Half Term</p>				
<p>Week 7 07.06.21 Training Week?</p>	<p>Continue with shop roles play.</p> <p>Parents in to visit that work in the local area?</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'. Get books for the reading area about dads and grandads.</p>			<p>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. Experiments with blocks, colours and marks. Shows affection and concern for people who are special to them. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p>

<p>Week 9 21.06.21</p>	<p>Look at a variety of different homes, print different homes Tent in room Children to bring in photos of their house (them standing outside it) Story of the three little pigs, ten little fingers and ten little toes Shape printing with painted wooden blocks to make houses. - shape recognition Tough spot to have three pigs characters and house building resources</p> <p>Use photos of their houses for a display. Look at the numbers on their houses.</p>	<p>Letter to parents about bringing/emailing in a photo</p>		<p>Listens with interest to the noises adults make when they read stories. Shows interest in play with sounds, songs and rhymes. Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys pictures and stories about themselves, their families and other people. Experiments with blocks, colours and marks. Enjoys playing with small-world models, such as a farm, a garage, or a train track.</p>
<p>Week 10 28.06.21</p> <p>International mud day - 29.06.21</p>	<p>Take small world figures outside and create mud huts for them</p> <p>Look at pictures of different homes - especially mud huts</p> <p>Small world figures for house building in the construction.</p>			<p>Enjoys playing with small-world models, such as a farm, a garage, or a train track. Explores and experiments with a range of media through sensory exploration and using whole body. Notices and is interested in the effects of making movements which leave marks. Experiments with blocks, colours and marks. Uses blocks to create their own simple structures and arrangements. Recites some number names in sequence. Begins to use the language of size.</p>
<p>Week 11 05.07.21</p>	<p>Look at transport in the local area - Take children to the park (sit on the wall) so they can see the main road. Children to have clipboards with pictures of each type of transport and mark it each time they see that type of transport.</p> <p>Songs - wheels on the bus, I'm driving in my car (see in imogen), driving in my tractor (CD)</p> <p>Books - duck in the truck, driving in my tractor, mighty machines,</p> <p>Range of transport vehicles in construction area,</p>		<p>Trip letter to parents or outings log</p>	<p>Enjoys playing with small-world models, such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. Joins in singing favourite songs. Begins to move to music, listen to or join in rhymes or songs. Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Learns new words very rapidly and is able to use them in communicating. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p>
<p>Week 12 12.07.21</p>	<p>Visit Felling Metro station - look at the ticket machines, barriers, signs, platform and track.</p> <p>Train and train track in construction area</p>		<p>Letter to parents about the visit.</p>	<p>Enjoys playing with small-world models, such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. Joins in singing favourite songs. Begins to move to music, listen to or join in rhymes or songs. Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Learns new words very rapidly and is able to use them in communicating. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p>

<p>Week 13 19.07.21</p>	<p>Dig up potatoes and cook them and serve them at the party for the children and parents.</p> <p>Outside party - children to perform a little concert of some of the songs they have learnt (use the sand pit as a stage). Set out activities for the children to play with during the party.</p> <p>Invite children and parents for the party even if it is not their usual day.</p>		<p>Letter to parts to invite them to the party.</p>	<p>Develops own likes and dislikes in food and drink. Willing to try new food textures and tastes. Begins to move to music, listen to or join in rhymes or songs. Joins in singing favourite songs Has a sense of own immediate family and relations. Notices detailed features of objects in their environment. Anticipates specific time-based events, such as mealtimes or home time.</p>
<p>End of Summer Term</p>				