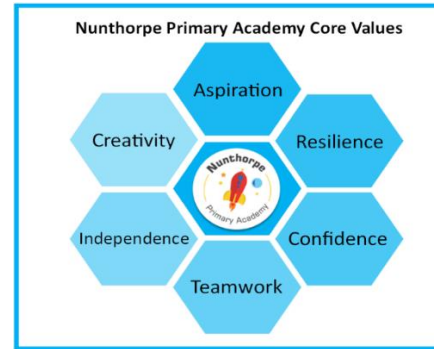


# Summer Holidays



Characteristics of Effective Learning		
Playing and exploring – engagement	Active Learning – Motivation	Creating and thinking critically
Finding out and exploring Playing with what they know Being willing ‘to have a go’	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.	Having their own ideas Making links Choosing ways of doing things
Intent, Vision & Values		
The focus of this unit is to provide children with the opportunity to share their own experiences and develop and deepen their understanding of the world around them, particularly their knowledge of summer and holidays. This will be taught through sensory exploration of resources, photographs and shared recounts. Children will be encouraged to openly share special memories of holidays and what they like to do during the summer and act out these experiences using the carefully planned resources. Writing materials will provide children with opportunities to experiment with mark making and writing as they engage in activities that enhance and apply their phonological skills. Examples include, writing a postcard and creating a menu in the fish and chip shop. All pupils will explore the changes in weather during summer and discuss ways to stay safe in the sun. Through chosen texts, the children will learn about different sea creatures and ways to care for them. Pupils will begin to understand ways to protect these animals and state some of the dangers to sea life that humans create (plastics in the ocean).		
Communication and Language	Skills	Overview
Listening and Attention	<ul style="list-style-type: none"> <li>Children will increasingly be able to pay attention to more than one thing at a time.</li> </ul>	Children will read ‘Billy’s Bucket’, ‘Seaside Poems’, ‘There’s a whole at the bottom of the sea’ and other stories based around the summertime theme. They will enjoy listening and retelling the story with small world resources. These may include pirate boats,





<ul style="list-style-type: none"> <li>• Building Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Children will engage in pretend play with others and illustrate a range of roles.</li> <li>• Children will understand how others feel and respond appropriately to this.</li> </ul>	<p>The children will spend time continuing to learn about what makes them different and developing an understanding of good health and hygiene. Children will explore how to manage their own basic hygiene such as hand washing after using the toilet and how to prevent our germs from spreading when we have coughs and colds. When it comes to playing outside, the children will be encouraged to put their coats on themselves.</p> <p>As the weather improves, the children will develop an understanding of sun safety; this will coincide with our summer term topic. The children will practise staying safe in the sun while using our outdoor area and will have opportunities to talk about this in circle times.</p> <p>Children will continue to extend friendships through play. They will initiate conversations and use friendly gestures to engage with others and offer them opportunities to join them while playing. Children will have the opportunity to form and develop friendships by playing group games. Children will play games such as In my Bucket I have..., seaside dominoes, I spy etc. Children will be encouraged to compromise and find ways to share ideas and resources before seeking support from an adult.</p>
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Physical Development	Skills	Overview
<ul style="list-style-type: none"> <li>• Gross Motor Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Children will demonstrate independence as they get dressed and undressed. E.g taking their shoes on and off for Yoga or putting their coats on to go outside.</li> </ul>	<p>P.E sessions will focus on sports day practise. Children will practise taking turns, working as a team to encourage and support others and using a range of resources to complete beanbag races, obstacle courses, team games and sprinting races. The children will take part in races, balancing activities and practise their throwing skills. Children will continue to join in with</p>



<ul style="list-style-type: none"> <li>Fine Motor Skills</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to use scissors, using one hand, as they make snips and cut shapes.</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>Children will form recognisable letters as they practice writing their name.</li> </ul>	<p>Squiggle Whilst you Wiggle sessions to support gross and fine motor movement.</p> <p>Children will complete weekly mark making activities based on the story or current interest of the children. Children who struggle with pencil grasp will be supported by physical interventions. Weekly tinker table activities such as, using beads to create seaside pictures, sea creature threading, pompom ice creams with tongs, watermelon seeds in playdough, hammering tees into a watermelon etc, will be planned to support fine motor development. Children will use name cards to practise name writing each week, they will be able to make a plausible attempt/write their name by the time they exit nursery.</p>
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Literacy	Skills	Overview
<ul style="list-style-type: none"> <li>Comprehension</li>               <li>Word Reading</li> </ul>	<ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence.</li> <li>Understands humour, e.g. nonsense rhymes, jokes.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li>               <li>Recognises their peg and owl names and can identify some of the letters.</li> <li>Can link sounds to letters</li> </ul>	<p>Children will be able to retell both topic stories using repeated refrains, phrases and props within the setting. Children will listen to poems about the seaside and recognise humour within these stories. Children will answer questions about the key texts, using their knowledge of the story and illustrations to support recall. Children will look at fact books and explore pictures about Sea-life. They will share their own knowledge and understanding of these creatures and will have opportunities to ask questions and explore animals.</p>             <p>The children will have the opportunity to identify logos in the role-play area, e.g Birdseye, Nivea, Jet2 etc. Through focused phonic teaching, N2 children will continue to identify phonics sounds and begin to apply them to blending activities. Adults will support children to sort objects by initial sounds and begin to</p>



<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Children will use print and letter knowledge in play.</li> <li>• Children will write some or all of their name.</li> </ul>	<p>aurally blend sounds in simple words. Children who have a secure understanding of phonics will begin to use CVC word cards to begin blending sounds in simple words. Children will use name cards and self-registration cards to recognise their name. Children will have access topic stories in the reading area.</p> <p>N2 Children will use the handwriting rhymes in phonics sessions to develop letter formation. Children will use whiteboards and pens to practise writing letter sounds. A variety of mark making/ writing opportunities linked to the summer topic and the books listed below will give children opportunities to make marks and form letter sounds to represent spoken words and phrases. There will also be opportunities for children to write freely and independently for a variety of purposes. Possibilities include writing menus and order forms in the fish and chip shop, creating holiday lists, writing postcards, messages in a bottle, writing labels to explain what is in their bucket. Children will explain what they have written while discussing writing with adults. Children who are confident in identifying sounds in simple words will begin to segment and sequence letters to write simple vc and cvc words.</p>
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Mathematics	Skills	Overview
<ul style="list-style-type: none"> <li>• Number</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an interest in numerals in the environment.</li> <li>• Children will begin to experiment with their own marks and numerals and show an interest in representing numbers.</li> <li>• Counts actions or objects, which cannot be moved.</li> <li>• Show finger numbers up to 5.</li> </ul>	<p>At the start of every maths session, children will sing number songs and represent numbers with their fingers. Children will count objects and begin to share them into buckets/ boats etc. Children will separate the objects in different ways and count the objects to find that the total is the same. The children will identify numbers in different areas of the classroom such as on order forms and in menus in the fish and chip shop. Children will be</p>





<p>People, Cultures and Communities</p>	<p>such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Children will discuss their experiences of other countries and the differences they have seen through memory or pictures.</li> </ul>	<p>Children will be able to show care and concern about the creatures they are talking about, they will talk about how to look after the environment to protect ocean life. The children will talk about their own environment and compare it to others. The children will have opportunities to explore resources first hand, e.g. seaweed, shells, fish, goggles etc. Children will talk about saying safe in the sun, they will share their knowledge and practise this while using the outdoor environment.</p> <p>Children will talk about the roles of the waiter, customer while playing in the role-play area, they will be able to identify what they need to do in their role and act this out with others. The children will talk about their experiences over half term. They will think about who they have spent time with and what their favourite memory. The children will talk about holidays they have been on with family/ friends. They will share these with the group.</p>
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Expressive Arts and Design	Skills	Overview
<p>Creating with materials</p>	<ul style="list-style-type: none"> <li>• Explore different materials, join them together and develop their ideas on how to use them. E.g choosing different textiles and mixed media to create a picture.</li> <li>• Children will develop their own ideas and decide which materials to use to execute them.</li> </ul>	<p>Children will explore colours and shades while creating artwork for the corridor display. Children will explore a range of materials and media to create a sea creature model, painting or collage picture. The children will experiment with bubble</p>



<p>Being imaginative and creative</p>	<ul style="list-style-type: none"> <li>• Children will explore colour, mixing and choose particular colours for a purpose.</li> <li>• Children will engage in imaginative role-play based on their own first-hand experiences, using objects (which are not always similar) and resources purposefully.</li> <li>• Children will develop complex stories using small world resources.</li> </ul>	<p>painting and explore what happens when colours are mixed.</p> <p>Children will use their own experiences to influence role-play activities; they will use resources to act out different roles. Children will use small world resources such as sea creatures, buckets and spades to create stories.</p>
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Trips and Experiences	Possible Linked Texts
<p>Children will take part in their own sports day activities.</p>	<p>Commotion in the ocean            Winnie at the seaside            Sally and the limpet            Tiddler            Lucy and Tom at the Seaside            At the Beach            Mister Seahorse            Sharing a shell            A hole in the bottom of the sea            Billy's bucket            Seaside Poems            Kipper's sunny day            100 facts seashore</p>





### Assessment

During the first two weeks in Nursery, staff will make skilful observations of the children as they play. This information will be used to identify their starting points in all key areas of development. The observations will be recorded in an entry to Nursery narrative document'.

Staff will also regularly record observations using 'Evidence Me', to document learning within the setting. They may also suggest next steps which parents can read and contribute to digitally. Children will draw their own 'pencil portraits' termly and staff will annotate this, commenting on pencil grip and fine motor development.