

Project on a Page

Term: Summer Term 1 Year Group: Nursery/Reception



rigorous. engaging. authentic. learning.

Products- What are you going to do/ write/ create/ build?



Grasmere Academy
Learn • Flourish • Achieve

Essential Question: Can you catch the gingerbread Man?

Be Specific- How will multiple drafting be used to enhance your product?

Project Summary- What's so Great about the Great Outdoors? : Children to experience more of the outdoor environment and explore outdoor opportunities. Explore different environments such as Forests/woodland/Ocean/Desert. Children to discuss weathers and seasons. Children will explore how we can create homes for Animals and what is needed for a safe home.

Project Launch -
Opening the Bakery and the Shop.

Educational Visits/ Outdoor Learning:
Farm (TBC)
Local 'forest' walk
Outdoor classroom environment
Mud Kitchen

Outdoor Learning:
Mark making shed.
Mud kitchen exploration.
Building area.(OUTSIDE CONSTRUCTION)
Outdoor music Kit (drum)
Number Tree

Culture and Diversity/Understanding the world:

Family customs and traditions.

Everyone Can Create:
Use of iPads and whiteboard to look at images of outdoor environments.

Career opportunities:
Baker/Chef
Farmer

Science Units to be taught this term-
Growing- plants.
Sinking and Floating.
Seasons (spring.summer time)

Classroom Environment:
Immersed in Traditional Tales opportunities.

Mini Outcome 1 -

Making ginger bread men.

Mini Outcome 2 -

Having a teddy bears picnic.

Mini Outcome 3-

Making a stick house for the Three Little Pigs



Literacy Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units Covered	Syllables Rhyme Environmental sounds Phase 1, 2, 3 Simple mark making Recognising name and labels.	Syllables Rhyme Environmental sounds Phase 1, 2, 3 Beginning to write letters/name. Beginning to write small cvc words.	Recap phase 1, 2 Phase 3 Syllables Rhyme Environmental sounds Blending and segmenting cvc words Writing and decoding words High frequency words	Phase 3 Syllables Rhyme Environmental sounds Blending and segmenting cvc words Writing and decoding words High frequency words Using HFW in sentences	Phase 5/6 phonics Syllables Rhyme Environmental sounds Blending and segmenting cvc words Writing and decoding words High frequency words Using HFW in sentences	Syllables Rhyme Environmental sounds Blending and segmenting cvc words Writing and decoding words High frequency words Using HFW in sentences.
Key Vocabulary	Outdoors Weather Seasons Ocean Forrest Dessert	Ocean Animals Habitats Growth Storm Homes	Pirate Sailing Waves Ocean Map Treasure Binocular	Dinosaur Extinct Big Huge Small Scales Teeth Sharp Claws	Bake. Flour Ginger Mix Knead Dough Wheat Mill Hot Lumpy Big Small Medium Size	Wood brick stick Build construct brother Basket woods woodcutter Big small medium Troll under on top over
Texts used	The Gruffalo Percy the Park Keeper 10 Little Ducks	Room on the Broom Pumpkin Soup Winnie the Witch series. Funny Bones	Pirates love underpants A new home for a pirate Pirate Pete The Pirate Cruncher Goodnight Pirate Ten Little Pirates	The Dinosaur that pooped a planet The Dinosaur that pooped the past. Dinosaurs love underpants Harry and the dinosaurs go to school.	The Ginger Bread Man The little Red Hen Goldilocks and the Three Bears	The Three Little Pigs Little Red Riding Hood Billy Goats Gruff
Key skills/reading skills	Continues a rhyming string. Hears & says the initial sound in words. Can segment the sounds in simple words & blend them together & knows which letters represent some of them.	Links sounds to letters, naming & sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them They write simple sentences which can be read by themselves & others. Some words are spelt correctly & others are phonetically plausible.	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them They write simple sentences which can be read by themselves & others. Some words are spelt correctly & others are phonetically plausible.
National Curriculum links	EYFS Development matters: 22-36 months (N) 30-50 months	EYFS Development Matters: 22-36 months (N) 30-50 months 40-60 months	EYFS Development Matters: 30-50 months (N) 40-60 months	EYFS Development Matters: 30-50 months 40-60 months ELG (Rec)	EYFS Development Matters: 30-50 months (N) 40-40 months (R) ELG (Rec)	EYFS Development Matters: 30-50 months (N). 40-60 months (R) ELG (Rec)

Term - Summer Term 1	Units: Number/SSM (22-36/30-50) Nur Rec (30-50/40-60) SSM (30-50/40-60)	Units: SSM Rec (30-50/40-60) SSM Nur (22-36/30-50)	Units: Numb/SSM Nur (30-50) Rec Num/SSM (40-60/ELG)
Number of Weeks			
National Curriculum Links	Anticipates specific time-based events such as mealtimes or home time. Uses positional language Shows an interest in shape and space by playing with shapes or making arrangements with objects. Counts objects to 10, & beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	Beginning to categorise objects according to properties such as shape or size. Shows interest in shapes in the environment. Uses shapes appropriately for tasks.Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Orders two or three items by length or height Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models.	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes Uses some number names accurately in play. Recites numbers in order to 10. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
Key Skills	Number recognition/counting in rote/counting objects to twenty/one more and one less/addition and subtraction problems.	Recognition of simple 2D shapes/Measuring height,weight,capacity/numbers to 20/one more one less/addition and subtraction. Counting objects/selecting objects from a group.	Number recognition/counting in rote/counting objects to twenty/one more and one less/addition and subtraction problems/sharing and dividing/halving and doubling.
Key Trio Time	Flash cards/number fans Number lines One more/one less Counting objects Number songs/rhyme	Flash cards/number fans Number lines One more/one less Counting objects Number songs/rhyme	Flash cards/number fans Number lines One more/one less Counting objects Number songs/rhyme
Maths Across The Curriculum	Maths opportunities within the provision- daily.	Maths opportunities within the provision- daily.	Maths opportunities within the provision- daily.

Prime

PSE

Talking about being away from home for a long time- what would they miss about home if they were at sea?
'The Pants Osaurus' song introduction
Keeps play going by responding to what others are saying or doing.
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Communication & Lang

Listens to others one to one or in small groups, when conversation interests them.
Listens to stories with increasing attention and recall.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? can? What's that? Where is?).

Physical Development

Experiments with different ways of moving.
Jumps off an object and lands appropriately.
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.

Week 1-3

Activities:

Making gingerbread

Ingredients for gingerbread

Wanted/missing posters

Floating and sinking

Story mapping

Gingerbread sensory dough

Character masks

Making boats for the gingerbread man.

Specific

Literacy

Wanted posters for the gingerbread man
Missing posters
Character description
Re writing the gingerbread man story
Re telling the story.
Making a new ending for the gingerbread man.

Maths

Reception White Rose - 20 and beyond.
2D Shapes - Nursery
3D shapes- Reception.
One more/One Less.
Counting and matching numerals to 5- Nursery.
Five frames - Nursery
Ten frames and representing number bonds to 10- Reception.

PSE

Confident to speak to others about own needs, wants, interests and opinions.

Can describe self in positive terms and talk about abilities

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

Week 4 The little Red Hen

The Little Red Hen

Communication & Lang

Listens to stories with increasing attention and recall.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Focusing attention – still listen or do.

Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?)

Physical Development

Experiments with different ways of moving.

Jumps off an object and lands appropriately.

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.

Activities:

Making Bread

Animals on the farm

Story Mapping

Making the little red hen

Literacy

To know and recognise all phase 2 sounds. (Rec)

Listens to stories with increasing attention and recall.

Describes main story settings, events and principal characters

Writing ingredients/instructions for making bread.

Label the parts of a farm (rec)

Nursery: Draw the story - mark make labels (ascribe meaning to the marks they make)

Making a recipe for the little red hen (Rec)

Making a jobs list (Rec)

Writing sorry letters (Rec)

Maths

Number bonds beyond 10- Rec.

Ordering length.

Measuring and weighing ingredients.

Capacity.

Ordering by size.

White Rose Maths week 4 (Reception)

Representing 1-5 Nursery.

PSE

How can we help our friends.
Why is it not kind of the animals in the story to not help the hen.
Keeps play going by responding to what others are saying or doing.
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Communication & Lang

Making bread- following a set of instructions- understanding.
Listens to stories with increasing attention and recall.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Focusing attention – still listen or do.
Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?)

Physical Development

PE- Ball skills/mini relay/gross Motor (pedalling)
Moving and travelling in different ways.
Responding to and mirroring dance movements.
Responding and moving to Rhythm.
Reception are now using majority tripod grip when using pens and pencils,
Can write some recognisable letters based on phonics initial sounds.

Week 5

The Little Red Hen

Activities:

Making masks for the characters in the story.

Following the little red hen trail.

Making shredded wheat cakes.

Bread tasting.

Literacy

Writing ingredients/instructions for making bread.
Label the parts of a farm (rec)
Nursery: Draw the story - mark make labels (ascribe meaning to the marks they make)
Making a recipe for the little red hen (Rec)
Making a jobs list (Rec)
Writing sorry letters (Rec)
Story mapping/ t4W actions.

Maths

Compares two groups of objects, saying when they have the same number.
Shows an interest in number problems.
Separates a group of three or four objects in different ways.
Estimates how many objects they can see and checks by counting them.
Uses the language of 'more' and 'fewer' to compare two sets of objects.
Finds the total number of items in two groups by counting all of them.

Prime

PSE

Aware of the boundaries set, and of behavioural expectations in the setting.
Confident to speak to others about own needs, wants, interests and opinions.
Initiates play, offering cues to peers to join them.
Keeps play going by responding to what others are saying or doing.
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Communication & Lang

Listens to stories with increasing attention and recall.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Focusing attention – still listen or do.
Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?)

Physical Development

Moving and travelling in different ways.
Responding to and mirroring dance movements.
Responding and moving to Rhythm.
Reception are now using majority tripod grip when using pens and pencils,
Can write some recognisable letters based on phonics initial sounds.

Week 6:

Activities:

Making porridge.

Fixing baby bears chair.

Wanted posters for Goldilocks.

Painting the characters.

Making a trap for Goldilocks.

Specific

Literacy

Beginning to be aware of the way stories are structured.
Suggests how the story might end.
Listens to stories with increasing attention and recall.
Describes main story settings, events and principal characters.
Can segment the sounds in simple words and blend them together.
Links sounds to letters, naming and sounding the letters of the alphabet.

Maths

Compares two groups of objects, saying when they have the same number.
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Communication & Lang

Uses intonation, rhythm and phrasing to make the meaning clear to others.
Uses vocabulary focused on objects and people that are of particular importance to them.
Builds up vocabulary that reflects the breadth of their experiences.
Responds to instructions involving a two-part sequence.
Understands humour, e.g. nonsense rhymes, jokes.

Physical Development

Moving and travelling in different ways.
Responding to and mirroring dance movements.
Responding and moving to Rhythm.
Reception are now using majority tripod grip when using pens and pencils,
Can write some recognisable letters based on phonics initial sounds.

Week 7:

Story Time

Specific

Activities:

Following instructions to make porridge.

Filling and emptying with porridge oats.

Hot seating with Goldilocks.

Maps for Goldilocks through the forest.

Literacy

Beginning to be aware of the way stories are structured.
Suggests how the story might end.
Listens to stories with increasing attention and recall.
Describes main story settings, events and principal characters.
Can segment the sounds in simple words and blend them together.
Links sounds to letters, naming and sounding the letters of the alphabet.
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

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