

Nursery Planning – Nursery Rhymes Term: Summer 1 2025

PSED	Com & Lang	Physical D	Literacy	Mathematics	Und the World	Ex Arts & Design
Week 1- 21/4/2025 Little Miss Muffet "L" sound focus						
<p>Read the "Colour Monster". Stop and question, how is he feeling? What can he do to feel better? Do you ever feel this way? What could you do to feel better? Provide a range of different coloured paints or crayons and paper. Suggest the children could paint a picture about something that made them happy, sad or angry. What colours could they use to paint anger, jealousy etc. Can they write the feeling that inspired the painting.</p> <p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants (Range 5)</p>	<p>Focus on vocabulary explanations and the rhyming pairs of words:</p> <p>Muffet/ Tuffet</p> <p>Spider/ beside her</p> <p>Whey/ away</p> <p>Head/Bed</p> <p>Pill/Bill</p> <p>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes (Range 5)</p> <p>Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration (Range 6)</p>	<p>Little Miss Muffet Game</p> <p>Children to move around the hall. The children can choose to run/ walk/ skip When they hear "spider", they need to freeze. Can the children run safely? Can they explore different ways of moving around?</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. (Range 6)</p>	<p>Little Miss Muffet</p> <p>Learn and practice the nursery rhyme. Rehearse until the children can try to repeat the rhyme independently, remembering the key rhyming words/phrases.</p> <p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (Range 5)</p> <p>Begins to build a collection of songs and dances. (Range 6)</p>	<p>Counting</p> <p>Topmarks ladybird game. Can the children count the spots on the ladybird? Can they select the correct numeral? Can any children subitise the spots?</p> <p>Begin to recognise numerals 0 to 10. (Range 5)</p> <p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). (Range 5)</p>	<p>Spider hunt</p> <p>Go on a spider hunt outside. Take magnifying glasses. Can the children find any spiders?</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Range 5)</p> <p>Shows care and concern for living things and the environment. (Range 5)</p>	<p>Spider Craft</p> <p>Children to create their own spider using pom poms, pipe cleaners, black wool.</p> <p>Uses tools for a purpose (Range 5)</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. (Range 6)</p>
Week 2- 28/4/2025 Humpty Dumpty "J" sound focus						
<p>Kindness- collaboration</p> <p>Discussion- what is collaboration? Why is it important? Use the parachute in the hall. Can the children work together to keep the ball off the ground? Why is it important to work together?</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt</p>	<p>Focus on vocabulary explanations and the rhyming pairs of words:</p> <p>Humpty/ dumpty</p> <p>Wall/ fall</p> <p>Men/ again</p> <p>*Discuss the meaning of "King's horses and King's men". Who is the king? Retrieve information from the internet.</p> <p>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises</p>	<p>Fine motor</p> <p>Provide egg-shaped paper and scissors. Ask the children to cut the egg into pieces. Can they piece it back together to mend Humpty Dumpty after his fall?</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (Range 5)</p> <p>Uses simple tools to effect changes to materials. (Range 6)</p>	<p>Humpty Dumpty</p> <p>Learn and practice the nursery rhyme. Rehearse until the children can try to repeat the rhyme independently, remembering the key rhyming words/phrases.</p> <p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (Range 5)</p>	<p>Matching numerals to quantities</p> <p>Provide a selection of bowls numbered from 0 to 10. Add a basket of coloured plastic eggs. Can the children match the number of eggs to the numerals written on the bowls?</p> <p>Begin to recognise numerals 0 to 10. (Range 5)</p>	<p>Kindness- collaboration</p> <p>Discussion- what is collaboration? Why is it important? Use the parachute in the hall. Can the children work together to keep the ball off the ground? Why is it important to work together?</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings (Range 5)</p>	<p>Paper mâché egg</p> <p>In small groups, provide the children with a balloon and encourage them to stick paper around the balloon. When the egg is dry, encourage the children to decorate the egg to look like Humpty.</p> <p>Creates representations of both imaginary and real-life ideas,</p>

	rhythm in spoken words, songs, poems and rhymes (Range 5) Knows that information can be retrieved from digital devices and the internet. (Range 5)		Begins to build a collection of songs and dances. (Range 6)			events, people and objects (Range 6)
Week 3-5/5/2025	Mary, Mary Quite Contrary	Large scale mark making	Mary, Mary Quite Contrary	Patterns	Growing and planting	Flowers picture
At circle time blow up a balloon to represent big feelings (overwhelming emotions like anger or jealousy or feeling over excited), how can we reduce the size of the feeling? What will happen to the balloon if it keeps getting bigger? How can we deflate the balloons so they don't pop? Ask children for suggestions. Share good strategies Understand that expectations vary depending on different events, social situations and changes in routine and becomes more able to adapt their behaviour in favourable conditions. (Range 5)	Focus on vocabulary explanations and the rhyming pairs of words: Mary/Contrary Grow/Row Bells/Shells Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes (Range 5)	Children to draw flowers outside with chalk. Model drawing a circle first. Can then children create circles pivoting from the shoulder and elbow? Can the children create lines pivoting from the shoulder and elbow? Creates lines and circles pivoting from the shoulder and elbow. (Range 5)	Mary, Mary Quite Contrary Learn and practice the nursery rhyme. Rehearse until the children can try to repeat the rhyme independently, remembering the key rhyming words/phrases. Enjoys joining in with moving, dancing and ring games. (Range 5) Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (Range 5) Begins to build a collection of songs and dances. (Range 6)	Can the children explore the idea of creating a pattern, whether this be in a AB or ABC form to create repeating forms. Use flowers, bells, shells. Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC). (Range 5)	Planting flowers and herbs. Discussing with the children what they need to do to help look after and care for growing flowers and herbs. Children to explore soil and compost, potting in different plant pots and packaging with trowels/spades. EYFS wow day –8/5/2025 Developing an understanding of growth, decay and changes over time. (Range 5) Shows care and concern for living things and the environment. (Range 5)	Can the children create a flowers picture? Place flowers in the middle of the table with various colours. Encourage the children to use a variety of resources to create their own flowers picture. Continues to explore colour and how colours can be changed. (Range 5) Developing an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. (Range 5)

**Week 4-
12/5/2025
Jack and Jill
"W" sound
focus**

<p>Is it Because? Read the book and discuss what you think a bully is. What does it mean to be jealous? Talk about different examples? Why might someone who is sad be unkind to others? Who could you talk to if someone is being unkind to you? Use hand templates and write on them people you trust who you could tell.</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. (Range 5)</p>	<p>Focus on vocabulary explanations and the rhyming pairs of words:</p> <p>Jill/Hill Down/Crown Water/After (slight rhyme) Got/Trot Bed/Head Caper/Paper</p> <p>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes (Range 5)</p>	<p>Climbing activity Carrying bucket over climbing frame.</p> <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance hands and body to stabilise. (Range 5)</p>	<p>Jack and Jill Learn and practice the nursery rhyme. Rehearse until the children can try to repeat the rhyme independently, remembering the key rhyming words/phrases.</p> <p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (Range 5)</p> <p>Begins to build a collection of songs and dances. (Range 6)</p>	<p>Capacity Children to explore investigating with various sized transparent containers and buckets and scoops. The children can explore within the water area inside and outside. Can they use the fill lines? Can they identify which is more full/less full?</p> <p>In meaningful contexts, finds the more/less full of two items. (Range 5)</p>	<p>Listen and Play Can the children listen and identify the animals? Can you remember what the animals were in the story? Why was the bucket heavy on the way down? How do you think Jack and Jill felt while falling?</p> <p>Listens to familiar stories with increasing attention and recall (Range 5)</p> <p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity (Range 6)</p>	<p>Exploring instruments Give the children a variety of instruments to explore. Can they make a quiet noise? Can they make a loud noise? Can they play the instrument fast/slow? Sing the song to the children. Can they play their instruments to the song?</p> <p>Creates sounds, movements, drawings to accompany stories (Range 5)</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to (Range 6)</p>
<p>Week 5-19/5/2025 Miss Polly had a Dolly "y" sound focus</p>	<p>Focus on vocabulary explanations and the rhyming pairs of words:</p> <p>Polly/ dolly Sick/ quick Hat/ tat Head/ bed Pill / bill</p> <p>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes (Range 5)</p>	<p>Mark making Provide children with a card. Model writing a get well soon card to dolly. Can the children copy the movements? Can they sign the card with their name?</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. (Range 5)</p>	<p>Miss Polly had a Dolly Learn and practice the nursery rhyme. Rehearse until the children can try to repeat the rhyme independently, remembering the key rhyming words/phrases.</p> <p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (Range 5)</p> <p>Begins to build a collection of songs and dances. (Range 6)</p>	<p>Counting-Matching numerals to quantities Counting babies. Can the children count different totals of babies and match to the corresponding numeral?</p> <p>Beginning to recognise that each counting number is one more than the one before. (Range 5)</p> <p>Links numerals with amounts up to 5 and maybe beyond. (Range 5)</p>	<p>Doctors Role Play Talk about caring for others. What would you do if someone was sick? Where could you go if you were very sick? Talk about the roles of doctors, nurses and paramedics. What do the children think they do as part of their jobs?</p> <p>Shows interest in different occupations and ways of life indoors and outdoors. (Range 5)</p>	<p>Doctors Role Play Encourage the children to follow the adults lead performing the surgery.</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. (Range 5)</p> <p>Plays alongside other children who are engaged in the same theme. (Range 5)</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. (Range 6)</p>

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