











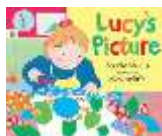






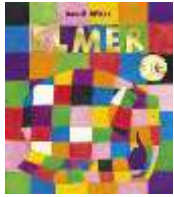


## EYFS– Nursery – Topic Overview – Summer term 1 ‘What’s in a Rainbow!’

	Week 1	Week 2	Week 3		Week 4	Week 5	
	Black/White Grey Road safety St George’s day 22/4/25	Red Our King/ Royal family 28/4/25	Blue- Purple 5/5/25		Sun Safety Week linked to yellow/orange 12/5/25	Green and 19/5/25	
PSHE	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Behaviour-rules Tidying up routine Friendship, helping others. Team work <b>CHOOSE IT, USE IT, PUT IT AWAY</b> Understand gradually how others might be feeling Talking about disability-blindness linked to braille book	Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity  Exploring disability – blindness linked to inventor of braille.		Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ Link to mood monster colours  Sun Safety	Rainbows Develop their sense of responsibility and membership of a community Planting seeds, care for the environment	The day the Crayons Quit letters each week with a new story book- Dressing up day during final week  Planned outcome: Can hear initial sounds in words  Can draw a person with a circle head, body, arms and legs- showing increasing body awareness
Communication and Language	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story Zoo and farm animal names and noises Vocabulary linked to London		Use a wider range of vocabulary Vocabulary linked to Sun safety and feelings Listens and anticipate repeated refrains in stories Naming fruits and vegetables Language of position related to writing				Can write some recognisable letters using Quadripod Grip
Physical Development	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Focus on fine motor movement-threading, stacking, drawing lines, spots, circles		Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm Log and pencil rolls in hall. Dances linked to Colours of World CD focussed on core strength Weaving using peg loom to make rainbow rug				
Reading	Engage in extended conversations about stories, learning new vocabulary. Animal patterns   	Engage in extended conversations about stories, learning new vocabulary. Rosie goes to London  	Engage in extended conversations about stories, learning new vocabulary. Sun and Us 	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary. 		Make comparisons between, shape and size using basic mathematical language  Use positional language  Knows how to

					 <p>Engage in extended conversations about stories, learning new vocabulary. More socks</p>  	<p>stay safe in the sun and on the road</p> <p>Knows which foods are healthy</p> <p>Can name vegetables and fruit</p> <p>Know what seeds need to grow</p>
Phonics	<p>To blend sounds to make a word</p> <p>To break short words into phonemes.</p> <p>listen, phoneme, blend, word, first, phoneme, begin, initial, same, end</p> <p><b>I and j phoneme</b></p> <p><b>Blend from the box words:</b></p> <p>j: j-a-m j-u-g j-e-t j-ee-p</p> <p><b>Oral blending:</b></p> <p>j-o-g j-i-g</p> <p><i>Spiders Everywhere</i></p> <p><i>Cross the web – (Bug version of cross the river)</i></p> <p><i>What's that noise?</i></p>	<p>To blend sounds to make a word</p> <p>To break short words into phonemes.</p> <p>listen, phoneme, blend, word, first, phoneme, begin, initial, same, end</p> <p><b>V phoneme</b></p> <p><b>Blend from the box words:</b></p> <p>v: v-a-n v-e-t</p> <p><b>Oral blending:</b></p> <p>v-e-t</p> <p><i>Flower Fun</i></p> <p><i>What's in the Basket?</i></p> <p><i>Can you do the actions?</i></p>	<p>To match objects with the same initial phonemes</p> <p>To explore alliteration</p> <p>Beginning phoneme, initial phoneme, same, match,</p> <p><b>W phoneme</b></p> <p><b>Blend from the box words:</b></p> <p>w: w-i-g w-e-b w-ai-v (wave)</p> <p><b>Oral blending:</b></p> <p>w-e-t w-a-g</p> <p><i>Tidy Up</i></p> <p><i>Silly Plants</i></p> <p><i>Can you touch your ...?</i></p>	<p>To identify words that rhyme.</p> <p>To count the syllables in words.</p> <p>rhyme, same, end, nonsense words</p> <p>syllable, beat, clap, count</p> <p><b>Y phoneme</b></p> <p><b>Blend from the box words:</b></p> <p>y: y-a-p [dog]</p> <p><b>Oral blending:</b></p> <p>y-e-s m-e-ss b-e-ll</p> <p>h-i-ss y-e-ll</p> <p><i>Rhyming Roses</i></p> <p><i>Bag it Up</i></p> <p><i>What's that noise?</i></p>	<p>To hear phoneme and match to grapheme</p> <p>To blend sounds to make a word.</p> <p>To break short words into phonemes.</p> <p>To blend sounds to make a word.</p> <p>listen, phoneme, blend, word, first, phoneme, begin, initial, same, end</p> <p><i>Play with sounds</i></p> <p><i>Bertha the Bus</i></p> <p><i>Name play</i></p> <p><i>Can you touch your ...?</i></p> <p><i>What's that noise? Can you do the actions?</i></p> <p><i>Blend from the box</i></p>	<p><b>Z phoneme</b></p> <p><b>Blend from the box words:</b></p> <p>z: z-i-p z-oo</p> <p><b>Oral blending:</b></p> <p>b-u-zz z-a-p</p> <p><b>q phoneme</b></p> <p><b>Blend from the box words:</b></p> <p>qu: qu-ee-n qu-a-ck [duck] qu-i-ck</p> <p><b>Oral blending:</b></p> <p>q-ui-t</p>
Writing	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p>					
	Drawing pictures of grey/black/white animals	Drawing the King Fire engines-all things red	Drawing patterned socks	Drawing how to be safe in the sun	Careful colouring-Colouring a rainbow	
Maths	<p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Talk about and identifies the patterns around them.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>			<p>I can link numerals and amounts</p> <p>I can develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>I can say one number for each item in order.</p> <p>I know that the last number reached when counting a small set of objects</p>		

				<p>tells you how many there are in total ('cardinal principle'). I can show 'finger numbers' up to 5 I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5. I can compare quantities using language: 'more than', 'fewer than'.</p>		
	<p><b>Comparing mass - Heavier and lighter</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-1.pdf</a> <b>Full and empty</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-2.pdf</a></p>	<p><b>Measuring capacity</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-3.pdf</a> <b>Measuring capacity-How many will fit in side?</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-4.pdf</a> <b>Making playdough-Measuring ingredients</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-5.pdf</a></p>	<p><b>Order numerals 1 to 5</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-3-Ordering-Numerals-to-10.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-3-Ordering-Numerals-to-10.pdf</a> <b>Pattern</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-4-Pattern.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-4-Pattern.pdf</a> <b>Pattern</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-5-Pattern.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-5-Pattern.pdf</a></p>	<p><b>1 more, 1 less</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-5.pdf</a> <b>Making pairs</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-2.pdf</a></p>	<p><b>Combining two groups</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-3.pdf</a> <b>Comparing numbers to 5 (2 groups)</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-1.pdf</a> <b>How many altogether?</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-2.pdf</a> <b>Which show 6? - Composition of 6</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-1.pdf</a> <b>Composition of numbers to 5 (3 groups)</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-3.pdf</a></p>	
The natural world	<p>Talk about what they see, using a wide vocabulary. Finding out about black and white animals. Badgers and grey squirrels and where they live. Hunting for black and white/grey objects around school. Zoom <a href="https://explorify.uk/en/activities/zoom-in-zoom-out/curly-locks">https://explorify.uk/en/activities/zoom-in-zoom-out/curly-locks</a> sheep</p>	<p><a href="https://explorify.uk/en/activities/zoom-in-zoom-out/red-cracks">https://explorify.uk/en/activities/zoom-in-zoom-out/red-cracks</a></p>	<p>I know how to plant seeds and know how to care for growing plants. I know the key features of the life-cycle of a plant. To know that sunflowers need soil, water and sun. To identify and name stem, leaves and petals Planting sunflower seed;. Observing weather. Sun safety <b>Explorify</b> Do you like butter – looking at a buttercup <a href="#">Do you like butter? - Explorify</a> <a href="#">Healthy skin - Explorify</a> Healthy skin – orange  <a href="https://explorify.uk/en/activities/zoom-in-zoom-out/the-space-in-between">https://explorify.uk/en/activities/zoom-in-zoom-out/the-space-in-between</a></p>	<p>I know how to plant seeds and know how to care for growing plants. I know the key features of the life-cycle of a plant. To know that sunflowers need soil, water and sun. To identify and name stem, leaves and petals Planting sunflower seed;. Observing weather. Sun safety <b>Explorify</b> Do you like butter – looking at a buttercup <a href="#">Do you like butter? - Explorify</a> <a href="#">Healthy skin - Explorify</a> Healthy skin – orange  <a href="https://explorify.uk/en/activities/zoom-in-zoom-out/the-space-in-between">https://explorify.uk/en/activities/zoom-in-zoom-out/the-space-in-between</a></p>	<p>I know how to plant seeds and know how to care for growing plants. I know the key features of the life-cycle of a plant. Show and explain the concepts of growth, change and decay with natural materials. Life cycle of a pea; decay of fruit and vegetables <a href="https://www.growyourownpotatoes.org.uk/">https://www.growyourownpotatoes.org.uk/</a> Eating a rainbow- sorting fruit and veg Naming fruit and vegetables Oliver's fruit salad Oliver's vegetables <b>Explorify</b> Brown shapes– looking at an apple core <a href="#">Brown shapes - Explorify</a> zoom</p>	

			<p>I know how to explore collections of materials with similar and/or different properties. Explore how different materials sink and float.</p> <p>Water investigative play – open ended resources to explore pouring and movement of water; jugs, colanders, water wheels, sieves, guttering, buckets, pipettes, tubing. Explore how you can shine light through some materials, but not others. Investigate shadows.</p> <p>Plan and introduce new vocabulary related to the exploration, and encourage children to use it.</p> <p><a href="https://explorify.uk/en/activities/zoom-in-zoom-out/solar-does-it">https://explorify.uk/en/activities/zoom-in-zoom-out/solar-does-it</a></p> <p><a href="https://explorify.uk/en/activities/zoom-in-zoom-out/cosy-comfort">https://explorify.uk/en/activities/zoom-in-zoom-out/cosy-comfort</a></p>		<p><a href="https://explorify.uk/en/activities/hats-going-on/colourful-rainbow">https://explorify.uk/en/activities/hats-going-on/colourful-rainbow</a></p> <p>rainbow</p>	<p>RSPB ‘Plant Safari’</p>
People and Communities	<p>Road safety using the new playground markings.</p> <p>Knowing about sheep wool-Links to Mrs Eley weaving.</p> <p><b>Hymn</b></p> <p>Sow a seed</p> <p>St George’s Day</p> <p>23/4/25</p>	<p><a href="#">Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</a></p> <p>Talking about Derby in comparison to London (significant landmarks). Continue developing positive attitudes about the differences between people.</p> <p><a href="#">Show interest in different occupations.</a></p> <p>Knowing the King lives in London, knowing which people help the King.</p>		<p><b>Hymn</b></p> <p>Kum by ah</p>	<p>-Continue developing positive attitudes about the differences between people.</p> <p>-Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <p><b>Bible story</b> - Joseph and his coloured coat - The Old Testament</p>	
Past and present			<p><a href="#">Show interest in different occupations.</a></p> <p>Chef – Nadiya</p> <p>Inventor of Braille</p>			
Design and technology	<p>I know how to explore different materials freely, to develop my ideas about how to use them and what to make.</p> <p>I know how to develop my own ideas and then decide which materials to use to express them.</p> <p><a href="#">I know how to join different materials and explore different textures.</a></p> <p>Weaving a rainbow using paper fabric and sheep wool.</p> <p>Designing, making and evaluating a bug hotel.</p> <p>Louis Braille; inventor of a reading system for the blind</p>	<p>I know how to use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Cutting vegetables to make rainbow pizza.</p> <p>Learning about chef Nadiya</p> <p>Learning about the man who invented braille</p>	 	<p>I know how to explore different materials freely, to develop my ideas about how to use them and what to make.</p> <p>I know how to develop my own ideas and then decide which materials to use to express them.</p> <p>Looking at the work of Spanish architecture and Gaudi to support children to create a clay tile using imprint and collage.</p> <p>Weaving with looms to make a rainbow</p> <p>Painting with only their favourite colour</p>		

Art and design	<p>I know how to create closed shapes with continuous lines, and am beginning to use these shapes to represent objects.</p> <p>Free drawing and painting of animals.</p> <p>Weaving using peg loom-black and white</p> <p>Talk to children about the differences between colours</p>  	<p>I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Making red London Bus</p> <p>Painting red fire engines</p> <p>Weaving using peg loom-red</p> <p>Making red and white flags for St George</p> <p>Colour mixing song and PowerPoint-Twinkl</p> <p>Colour songs from colours of the World CD</p>	<p>I know how to show different emotions in my drawings and paintings, like happiness, sadness, fear etc</p> <p>Weaving using peg loom-blue</p> <p>Mixing purple using blue and red</p>	<p>I know how to how to explore colour and colour mixing.</p> <p>Return to Van Gogh's love of yellow-looking at Van Gogh's sunflowers.</p> <p>Look at Paul Klee castle and sun.</p> <p>Use blocks to create an image.</p> <p>Look at Spanish art including making a 'Gods Eye' weaving</p> <p>Mixing yellow and red to make orange to make fire. Adding fire colour mixing to fire engine pictures</p> <p>Weaving using peg loom-yellow</p>   <p>Colour mixing song and PowerPoint-Twinkl</p> <p>Colour songs from colours of the World CD</p>	<p>I know how to how to explore colour and colour mixing.</p> <p>Pants and Socks decorations</p> <p>Leaf prints</p> <p>Mixing green</p> <p>Weaving using peg loom-yellow</p>  <p>I know how to how to explore colour and colour mixing.</p> <p>Pants and Socks decorations</p>  	
Music	<p>I know how to remember and sing entire songs. ☑</p> <p>I know how to sing the pitch of a tone sung by another person ('pitch match'). ☑</p> <p>I know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ☑</p> <p>I know how to create my own songs, or improvise a song around one I know.</p> <p>Colour mixing song and PowerPoint-Twinkl</p> <p>Colour songs from colours of the World CD</p>					