

## Wildground Federation Theme Learning Plan

Context for Learning: <b>Super Summer</b>	Term: <b>Summer 2</b>	Year group: <b>Nursery</b>
--	--------------------------	-------------------------------

### Hook:

The local ice-cream shop has asked for our assistance in the warm sunny weather. We will be creating our own ice-cream shop to begin our learning journey about how we can stay safe in the sunshine and warmer weather.

### Outcome

We will be baking our bread rolls to taste; we will be taking inspiration from our core story 'The Little Red Hen'. We will also show case our amazing physical development skills in our sports afternoon with our friends. Parents and carers are invited along to take part in these afternoons too.

### Key Events:

#### Baking a bread roll.

Week beginning – 22<sup>nd</sup> June 2026  
Throughout the week children we have the opportunity to bake their own bread roll, like the Little Red Hen.

#### Family Group Sports Afternoon

Mice – Monday 13<sup>th</sup> July 2026  
Frogs – Tuesday 14<sup>th</sup> July 2026  
Ducks – Wednesday 15<sup>th</sup> July 2026  
Rabbits – Thursday 16<sup>th</sup> July 2026

These will take place 2:30pm – 3pm.



### Language:

#### **To develop our communication skills we will be :**

- learning to tell the story of 'The Little Red Hen' and 'Baby Goes To Market'
- taking part in small group time to learn key vocabulary about the signs of summer, fruits and vegetables and sport names.
- using sensory story time to develop our narrative and storytelling skills
- discussing the features of summer and what we notice
- to continue learning nursery rhymes and begin performing them to others

### The arts:

#### **In developing the arts we will be:**

- developing our role play skills in our market role play
- taking part in daily singing time
- creating images pastels and paint using African prints.



### Inclusion:

#### **To be as inclusive as possible we will be:**

- continuing at how all plants and vegetable grown at different rates and are all unique in their own way just like us.
- developing our understanding around the similarities and difference between different cultures and children living in different countries, particular in Nigeria. This is a link to our story Baby Goes To Market.

### Possibilities:

#### **In order to widen our knowledge and understanding of the future we will:**

- think about how we can become athletes
- experience new opportunities in the Nursery environment to reinforce possibilities we can have in the future

### Environment:

#### **As people concerned with our environment we will be:**

- to continue taking care of different plants and vegetables
- thinking about the different places that we might visit in the summer and how we can stay safe whilst we are there
- looking at how we can keep our beaches special places for us to visit in summer time
- ensuring our environment is safe for us to play in during the hot summer months and think about how we keep our own bodies safe in the heat

## Wildground Federation Theme Learning Plan

### Main Areas of Learning

We will be learning to....

<b>Personal Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• how to engage with different friends during pretend play</li> <li>• build on our negotiation skills when playing alongside our friends</li> <li>• review our learning and play and using simple phrases on how what we thought was good and what might we do next time to build on our confidence ready for new situations.</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• focus our attention – still listen or do, but can also shift my attention when necessary</li> <li>• follow clear directions in not intently linked to the activity where we are currently playing</li> <li>• follow instructions with clear understanding. We are beginning to understand why and how questions</li> <li>• build up vocabulary that reflects our experiences and links to our play and learning.</li> <li>• pretend that objects stand for something else.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• ride a balance bike, balancing with both feet on the ground, maintaining control by steering and being able to slow down or speed up</li> <li>• choose a piece of music and create own dance routine (individually or in groups) moving in time to the pulse of music and responding to changes in the music</li> <li>• play and make up our own simple ball games with a small group and adult support</li> <li>• move in different ways e.g. crawling, walking running and to choose appropriate movement to move across equipment depending on its length and width</li> <li>• try different sports and activities and be willing to have a go at transferring different skills we have learnt throughout the year and apply them to the sports.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• use magnet eyes to support out listening and attention during phonics</li> <li>• play games the use Fred Talk (segmenting and blending words)</li> <li>• make marks to record our plans of where we would like to play</li> <li>• continuing to recognise our name and beginning to copy some letters</li> <li>• listen to stories daily, most specifically our core stories of 'The Little Red Hen' and 'Baby goes to Market'</li> <li>• repeated refrains that will inform out play.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• measure and weigh our ingredients to make our bread rolls.</li> <li>• make a comparison between two groups of objects, saying when they have the same number</li> <li>• show an interest in number problems</li> <li>• separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> <li>• show an interest in numerals in the environment.</li> <li>• recognise that not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>• understand some of the things that make us unique, and can talk about some of the similarities and differences in relation to friends or family</li> <li>• We have a growing understanding different environments for weather people might be living</li> <li>• show care and concern for living things and the environment</li> <li>• understand that information can be retrieved from computers.</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• initiate movement in response to music</li> <li>• tap out a simple repeated rhythms</li> <li>• join construction pieces together to build and balance</li> <li>• realise that tools can be used for a purpose</li> <li>• build stories around toys.</li> <li>• use the available resources to create props to support role-play</li> <li>• capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>