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| **Summer 1 - Medium Term Plan - Nursery** |
| **Possible Theme** | **Possible WOW Moments** | **Special Celebrations** |
| **All Creatures Great and Small**Animals and babies- farm, zoo, minibeasts, dinosaurs, under the sea. | dinosaur footprints and egg in outdoor area  | St George’s day (23rd April)Eid-al Fitr (22nd April) |
| **Main Texts** | **Linked Texts** |
| Main texts:Giraffes Can’t DanceHow to Hide a Lion | Linked texts: Dinosaur Roar!What the Ladybird HeardMonkey PuzzleRainbow Fish |  |
| **Vocabulary linked to topic** |
| world ■ country ■ land ■ sea ■ beach ■ farm ■ hills ■ zoo ■ wild ■ road ■minibeast names *e.g. caterpillar, ant ■* wriggle ■ life cycles *e.g. egg, grow, change, caterpillar, butterfly* ■ woodland animals e.g. squirrel, hedgehog ■ farm animals *e.g. cow horse, pig, sheep* ■ wild animals *e.g. lion, elephant, monkey*  |
| **Communication and Language** | Objectives we will be covering:Enjoys listening to stories and can remember most of what happens Sings a large repertoire of songs/ nursery rhymes Retell a story in our own wordsUse a range of tenses in our speech. | Possible activities/ classroom enhancements:Wellcomm Big Book of Ideas for those children who are identified as Section 7 and belowLearn a nursery rhyme/song a week – sent home with homework tooTales ToolkitRead stories including a range of tensesWords we Love displayDaily Story Time Use of question hand |
| **Personal, Social and Emotional Development** | Objectives we will be covering:Children increasingly follow rules independentlyBegins to understand how others might be feeling Beginning to resolve conflicts, asking an adult for support if neededShows confidence during whole class sessions Take turns in games and activities with support and shares toys with friendsChildren to know where to put things back when tidying upTo begin to be aware of some healthy and unhealthy foodsIndependently accesses the outdoor area for exercise and knows why we need to exercise | Possible activities/ classroom enhancements:Range of activities for children to enjoy where turn taking is needed both with children and adults.Adult lead games/activities to promote/model turn taking and how to use resources.Games/timers/ encouragement during tidy up time e.g. can you find the secret object/beat the timer?Daily practice with putting on coats and hats independently/with lessening support.Discussions at snack time and lunch time about which foods we eat are healthy and which are not. |
| **Physical Development** | Objectives we will be covering:* Throw large and small balls and catch small balls and beanbags from a short distance
* Skip, hop, stand on one leg and hold a pose
* Jump in different ways
* Use scissors and large tweezers
* Begin to use a tripod grip
* Use large muscle movements to wave flags and streamers, paint and make marks
 | Possible activities/ classroom enhancements:Squiggle while you wiggle/dough disco dailyBike and scooter play outdoors Ball games outdoors and during PE sessionsParachute games in PE sessionsDaily cutting activities at the “Clever finger cutting table”Variety of activities at the “Funky fingers table” to develop grip and use of tweezers. |
| **Literacy** | Aspect 6: Distinguish between the differences in vocal sounds, including oral blending and segmentingAspect 7: develop oral blending and segmenting of sounds in wordsHears and says the initial sounds in wordsBegin to read some individual letters by saying the sounds for them Understand the different parts of a book and name them (cover, author, illustrator, page number)Enjoys choosing their own books to read.Write some of their first name. Begin to use letters in their writing | Possible activities/ classroom enhancements:Nursery rhyme and story timeBegin RWI phonicsTales ToolkitReading corner – adult led story times in the reading areaDaily self-registration (name cards)Daily name writing – overwriting each letter individually and forming correctly before moving onto next letter.Opportunities for mark making indoors and outdoors with a variety of media including chalk, paint, pens, crayons, sand etc |
| **Maths:** | Objectives we will be covering:Capacity Begin to match quantity to numeral up to 5Know that the last number is how many there areUse language of ‘same’ and ‘different’ when comparing sets up to 5Use language of ‘more than’ and ‘fewer than’Recite numbers to 10 in orderSequencingUnderstand more than and fewer thanRecognise 2d and 3d shapesCount non-physical things to 5 Begin to develop an understanding of time e.g. follow a visual timetable, understand the use of before/ next/ later/ after, use egg timersUse language such as ‘in’, ‘on’ and ‘under’ to describe where something isSelect a particular named shape: circle, triangle, square, rectangle (including irregular triangles) | Possible activities/ classroom enhancements:Loose parts/counting resources available throughout the nursery – indoors and outdoorsSorting day to day objects Puppets and props for number rhymes available throughout the day – children to make their own alsoExploring colours/textures/smells/tastes of various foods/vegetables from the stories we read and organising/sorting based on theseWeighing classroom objects and comparing animal sizesRecognising colour patterns and making our own patterns.Use of 5 frames in groups and later in the maths areaIndoor and outdoor positional instruction games e.g. put the ball in the box, on the table, under the chair etc.Shape hunts/draing/sorting |
| **Understanding of the World** | Objectives we will be covering:Can talk about how to care for animals Able to talk about their family and who they live with, including petsPlay simple games on the I-pad/whiteboard – dragging and droppingTake photos on a camera/I-PadExplore materials and identify similar and different propertiesShares likes and dislikesKnows that there are special places of worshipKnow that there are differences between what people believeCan identify what you need to wear in each season and why | Possible activities/ classroom enhancements:Look at different animals, habitats and what they eat/need to surviveMake natural art e.g. dinosaurs out of twigs and leaves and take photos on the I-padSorting and trying on different clothes needed for different seasons – dressing teddies and dolls appropriately.Summer walks – describing what they see, hear, smellInvestigating materials – which are warm/waterproof/strong etcVisit to church to explore the features of the church and meet with father. |
| **Expressive Arts and Design** | Objectives we will be covering:Mix primary colours togetherAble to draw things they observeChildren begin to use additional texturesUse playdough/ clay to build simple modelsKnows some songs and nursery rhymes and sings along to themUses own experiences to develop storylinesCan name some instrumentsPlays an instrument to a given beatBegins to develop more complex narratives using small world equipment | Possible activities/ classroom enhancements:Learning new celebration themed songsMixing colours of powder paint in waterUsing various materials to create animal pictures including adding texture to reate fur (for example)Weekly nursery rhymesUse of instruments indoors and outdoorsRange of small world resources such as dinosaurs, farm animal, jungle for chidlrne to explore class stories further.  |