|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 Dance  How to Hide a Lion | | | Linked texts:  Dinosaur Roar!  What the Ladybird Heard  Monkey Puzzle  Rainbow 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 words  Use 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 below  Learn a nursery rhyme/song a week – sent home with homework too  Tales Toolkit  Read stories including a range of tenses  Words we Love display  Daily Story Time  Use of question hand | | |
| **Personal, Social and Emotional Development** | Objectives we will be covering:  Children increasingly follow rules independently  Begins to understand how others might be feeling  Beginning to resolve conflicts, asking an adult for support if needed  Shows confidence during whole class sessions  Take turns in games and activities with support and shares toys with friends  Children to know where to put things back when tidying up  To begin to be aware of some healthy and unhealthy foods  Independently 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 daily  Bike and scooter play outdoors  Ball games outdoors and during PE sessions  Parachute games in PE sessions  Daily 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 segmenting  Aspect 7: develop oral blending and segmenting of sounds in words  Hears and says the initial sounds in words  Begin 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 time  Begin RWI phonics  Tales Toolkit  Reading corner – adult led story times in the reading area  Daily 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 5  Know that the last number is how many there are  Use language of ‘same’ and ‘different’ when comparing sets up to 5  Use language of ‘more than’ and ‘fewer than’  Recite numbers to 10 in order  Sequencing  Understand more than and fewer than  Recognise 2d and 3d shapes  Count 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 timers  Use language such as ‘in’, ‘on’ and ‘under’ to describe where something is  Select 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 outdoors  Sorting day to day objects  Puppets and props for number rhymes available throughout the day – children to make their own also  Exploring colours/textures/smells/tastes of various foods/vegetables from the stories we read and organising/sorting based on these  Weighing classroom objects and comparing animal sizes  Recognising colour patterns and making our own patterns.  Use of 5 frames in groups and later in the maths area  Indoor 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 pets  Play simple games on the I-pad/whiteboard – dragging and dropping  Take photos on a camera/I-Pad  Explore materials and identify similar and different properties  Shares likes and dislikes  Knows that there are special places of worship  Know that there are differences between what people believe  Can 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 survive  Make natural art e.g. dinosaurs out of twigs and leaves and take photos on the I-pad  Sorting and trying on different clothes needed for different seasons – dressing teddies and dolls appropriately.  Summer walks – describing what they see, hear, smell  Investigating materials – which are warm/waterproof/strong etc  Visit 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 together  Able to draw things they observe  Children begin to use additional textures  Use playdough/ clay to build simple models  Knows some songs and nursery rhymes and sings along to them  Uses own experiences to develop storylines  Can name some instruments  Plays an instrument to a given beat  Begins to develop more complex narratives using small world equipment | | | Possible activities/ classroom enhancements:  Learning new celebration themed songs  Mixing colours of powder paint in water  Using various materials to create animal pictures including adding texture to reate fur (for example)  Weekly nursery rhymes  Use of instruments indoors and outdoors  Range of small world resources such as dinosaurs, farm animal, jungle for chidlrne to explore class stories further. | | |