

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.	Farm to school visit, dinosaur footprints and egg in outdoor area	St George's day (23 rd April) Eid-al Fitr (2 nd -3 rd May)
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 <i>e.g. caterpillar, ant</i> ■ wriggle ■ life cycles <i>e.g. egg, grow, change, caterpillar, butterfly</i> ■ woodland animals <i>e.g. squirrel, hedgehog</i> ■ farm animals <i>e.g. cow horse, pig, sheep</i> ■ wild animals <i>e.g. lion, elephant, monkey</i>		
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 <i>e.g. can you find the secret object/beat the timer?</i> 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.

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Physical Development	<p>Objectives we will be covering:</p> <ul style="list-style-type: none"> • 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 	<p>Possible activities/ classroom enhancements:</p> <p>Squiggle while you wiggle/dough disco daily</p> <p>Bike and scooter play outdoors</p> <p>Ball games outdoors and during PE sessions</p> <p>Parachute games in PE sessions</p> <p>Daily cutting activities at the "Clever finger cutting table"</p> <p>Variety of activities at the "Funky fingers table" to develop grip and use of tweezers.</p>
Literacy	<p>Aspect 6: Distinguish between the differences in vocal sounds, including oral blending and segmenting</p> <p>Aspect 7: develop oral blending and segmenting of sounds in words</p> <p>Hears and says the initial sounds in words</p> <p>Begin to read some individual letters by saying the sounds for them</p> <p>Understand the different parts of a book and name them (cover, author, illustrator, page number)</p> <p>Enjoys choosing their own books to read.</p> <p>Write some of their first name.</p> <p>Begin to use letters in their writing</p>	<p>Possible activities/ classroom enhancements:</p> <p>Nursery rhyme and story time</p> <p>Begin RWI phonics</p> <p>Tales Toolkit</p> <p>Reading corner – adult led story times in the reading area</p> <p>Daily self-registration (name cards)</p> <p>Daily name writing – overwriting each letter individually and forming correctly before moving onto next letter.</p> <p>Opportunities for mark making indoors and outdoors with a variety of media including chalk, paint, pens, crayons, sand etc</p>
Maths:	<p>Objectives we will be covering:</p> <p>Begin to match quantity to numeral up to 5</p> <p>Know that the last number is how many there are</p> <p>Use language of 'same' and 'different' when comparing sets up to 5</p> <p>Use language of 'more than' and 'fewer than'</p> <p>Recite numbers to 10 in order</p> <p>Count non-physical things to 5</p> <p>Begin to use some language of addition e.g. and, add, altogether, makes</p>	<p>Possible activities/ classroom enhancements:</p> <p>Loose parts/counting resources available throughout the nursery – indoors and outdoors</p> <p>Sorting day to day objects</p> <p>Puppets and props for number rhymes available throughout the day – children to make their own also</p> <p>Exploring colours/textures/smells/tastes of various foods/vegetables from the stories we read and organising/sorting based on these</p> <p>Weighing classroom objects and comparing animal sizes</p> <p>Recognising colour patterns and making our own patterns.</p> <p>Use of 5 frames in groups and later in the maths area</p>

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	<p>Begin to use a 5 frame model and other manipulatives to represent numbers up to 5.</p> <p>Begin to develop an understanding of time e.g. follow a visual timetable, understand the use of before/ next/ later/ after, use egg timers</p> <p>Use language such as 'in', 'on' and 'under' to describe where something is</p> <p>Select a particular named shape: circle, triangle, square, rectangle (including irregular triangles)</p>	<p>Indoor and outdoor positional instruction games e.g. put the ball in the box, on the table, under the chair etc.</p> <p>Shape hunts/draing/sorting</p>
Understanding of the World	<p>Objectives we will be covering:</p> <p>Can talk about how to care for animals</p> <p>Able to talk about their family and who they live with, including pets</p> <p>Play simple games on the I-pad/whiteboard - dragging and dropping</p> <p>Take photos on a camera/I-Pad</p> <p>Explore materials and identify similar and different properties</p> <p>Shares likes and dislikes</p> <p>Knows that there are special places of worship</p> <p>Know that there are differences between what people believe</p> <p>Can identify what you need to wear in each season and why</p>	<p>Possible activities/ classroom enhancements:</p> <p>Look at different animals, habitats and what they eat/need to survive</p> <p>Make natural art e.g. dinosaurs out of twigs and leaves and take photos on the I-pad</p> <p>Sorting and trying on different clothes needed for different seasons - dressing teddies and dolls appropriately.</p> <p>Summer walks - describing what they see, hear, smell</p> <p>Investigating materials - which are warm/waterproof/strong etc</p> <p>Visit to church to explore the features of the church and meet with father.</p>
Expressive Arts and Design	<p>Objectives we will be covering:</p> <p>Mix primary colours together</p> <p>Able to draw things they observe</p> <p>Children begin to use additional textures</p> <p>Use playdough/ clay to build simple models</p> <p>Knows some songs and nursery rhymes and sings along to them</p> <p>Uses own experiences to develop storylines</p> <p>Can name some instruments</p> <p>Plays an instrument to a given beat</p> <p>Begins to develop more complex narratives using small world equipment</p>	<p>Possible activities/ classroom enhancements:</p> <p>Learning new celebration themed songs</p> <p>Mixing colours of powder paint in water</p> <p>Using various materials to create animal pictures including adding texture to reate fur (for example)</p> <p>Weekly nursery rhymes</p> <p>Use of instruments indoors and outdoors</p> <p>Range of small world resources such as dinosaurs, farm animal, jungle for chidlrne to explore class stories further.</p>

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