

Nursery	Summer 2	Theme: Fantasy Worlds – Castles, Pirates and Dinosaurs
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Medium Term Plan

English	Mathematics	Music	Physical Development
Daily Phonics. See separate Read Write Inc. planning.	Daily Maths See Maths Medium Term Plan (linked to Reception - Stepping Stones to Maths No Problem)	Taught through EAD. Daily Song or Rhyme of the week.	On-going through continuous provision. Alternate PSED with Physical.

Week	Focus Book/Song/Rhyme	Focus Area of Learning	Development Matters Obj.	Vocabulary: Explicitly taught, used and overused	Progression of Continuous Provision	
					Indoor	Outdoor
1	We are Historians! Cinderella – Traditional Tale Song of the Week: Clapping in the Castle - movement song	Literacy Retell the main events in a traditional tale. Story Map. Props for role-play.	Enjoy listening to longer stories and can remember much of what happens. C&L: Use a wider range of vocabulary. Describe events in some detail and stay on topic.	Cinderella, stepmother, stepsister, mean, grand ball, invitation, tiara, fairy godmother, pumpkin, carriage, coachman, ball-gown.	Adult led: Lit – Retell the main events in a traditional tale. Story Map. Props for role-play. UTW – Sorting images into castle or house. UTW – Who lives in a castle? Kings and Queens now and then. Physical – Create a dance / movement for Cinderella and the Prince at the Ball. EAD – Create a representation of their own home. 3D / Collage. Child led: 1. Fine Motor – Cutting skills making crowns – zig zag. 2. C&L – Castle Role-Play. 3. UTW – Construction making castles. 4. Maths linked to current week’s learning in response to AfL. 5. EAD – Painting houses. 6. Physical – RWI Letter formation. 7. Lit – Traditional Tales books in the Book Corner. Child initiated: In response to the direction the children take their learning.	Adult led: Physical – Parachute. Child led: 1. Fine motor – Mark making – foam, cornflour etc. 2. UTW – Bricks and Jumbo Foam Shapes for building castles. 3. EAD – Royal Celebration Music making in the outdoor environment. 4. Maths linked to prior week’s learning in response to AfL. 5. EAD – Design a carriage for Cinderella, images to support. 6. Small World Castle. 7. Lit – Free reading and writing / Read Write Create shed. Child initiated: In response to the direction the children take their learning.
	There is clapping in the castle, there is clapping all around There is clapping in the castle, mirth and merriment abound There is jumping with the jesters, there is jumping all around	UTW Sorting images into castle or house. To know some differences between a castle and their home.	Recognise some environments that are different to the one in which they live.	House, Flat, Apartment, Home, Castle, Past, Present.		
	There is jumping with the jesters, mirth and merriment abound There is twirling in the towers, there is twirling all around There is twirling in the towers, mirth and merriment abound	UTW Who lives in a castle? Kings and Queens now and then. Windsor Castle Henry VIII and QEI Past QEII and KCIII Present.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Windsor Castle, Queen Elizabeth II, King Charles III, Henry VIII, Queen Elizabeth I, Monarch, Past, Present.		
	There is twirling in the towers, mirth and merriment abound There is dancing on the drawbridge, there is dancing all around There is dancing on the drawbridge, mirth and merriment abound	Physical Create a dance / movement for Cinderella and the Prince at the Ball.	Progress towards a more fluent style of moving, with developing control and grace.	Dance, movement, music, control, grace.		
	Light the candles, start the music, lords and ladies one and all With our song and dance and laughter we will fill the castle walls	EAD Create a representation of their own home. Collage, Junk Modelling, Construction for children to select from.	Develop increasing independence in selecting materials and creating their own artwork To talk about their creations, explaining their choices.	House, home, materials, construction.		

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2	We are Architects! Prince Cinders – Babette Cole Song of the Week: Let's build a castle, Let's build it tall, With a moat around it And a very thick wall. Let's build a gatehouse, Let's build it right, With slits for arrows We'll soon be ready to fight!	Literacy Say some things that are similar / different between the stories Cinderella and Prince Cinders.	Write some or all of their name. Write an increasing number of letters accurately.	Prince Cinders, wishes, granted, disco, eye of newt, spell, Royal Rave up.	Adult led: Lit – Say some things that are similar / different between the stories Cinderella and Prince Cinders. Pictures to support. UTW – Design a castle for Prince Cinders. Add labels (moat, tower, drawbridge). EAD – Create a representation of a castle. Collage, Junk Modelling, Painting, Construction for children to select from. EAD – Create a representation of a castle. Collage, Junk Modelling, Painting, Construction for children to select from. Physical – Tea Party for a King or Queen. Making sandwiches. Using cutlery. Child led: 1. Fine Motor – Cutting skills – 2D shapes to make a castle picture. 2. C&L – Story pictures to promote talk – story retelling. 3. UTW – 3D Malleable – making castles. 4. Maths linked to current or previous week's learning in response to AfL. 5. EAD – Painting Prince Cinders / Gorilla. 6. 3D Malleable – making castles. 7. Lit – Shopping Lists for Castle Tea Party. Child initiated: In response to the direction the children take their learning.	Adult led: EAD – Design a Coat of Arms for a King, Queen or Knight, paint on cardboard shields – Image at front of Prince Cinders book as inspiration. Child led: 1. Gross motor – Jousting (foam javelins) or scarf movement. 2. Music – Celebration Tea Party music. 3. UTW – Caring for our environment – making decorative bunting for the Castle Picnic. 4. Maths linked to prior week's learning in response to AfL. 5. EAD – Design a sports car for Prince Cinders or a carriage for Cinderella. 6. Small World Castle. 7. Lit – Reading and writing shed – Writing spells for Fairy Godmother. Picture prompts / writing frame. Child initiated: In response to the direction the children take their learning.
	Let's build a castle, Let's build it tall, With a moat around it And a very thick wall. Let's build a gatehouse, Let's build it right, With slits for arrows We'll soon be ready to fight!	UTW Design a castle for Prince Cinders. Add labels (moat, tower, drawbridge).	Begin to comment and compare images of familiar situations in the past and present. Recognise some environments that are different to the one in which they live.	Castle, design, tower, drawbridge, moat.		
	Chorus So let's all build, build, build, And make it tall, tall, tall, With a very thick wall, wall, wall, To keep the enemy out, out, out!	EAD Create a representation of a castle. Collage, Junk Modelling, Painting, Construction for children to select from.	Develop increasing independence in selecting materials and creating their own artwork To talk about their creations, explaining their choices.	Castle, design, tower, drawbridge, moat.		
	Let's build a castle, Let's build it tall, With a moat around it, And a very thick wall. Let's build a dungeon, That's dark and cold, To put the people Who just won't do as they're told!	EAD Create a representation of a castle. Collage, Junk Modelling, Painting, Construction for children to select from.	Develop increasing independence in selecting materials and creating their own artwork To talk about their creations, explaining their choices.	Castle, design, tower, drawbridge, moat.		
	Chorus Let's build a castle, Let's build it tall, With a moat around it, And a very thick wall. Let's build a turret, That's strong and stout, And have a drawbridge To keep the enemy out!	Physical Tea Party for a King or Queen. Making sandwiches.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: knives, forks and spoons.	Cut, slice, spread, half, quarter.		

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3	<p>We are Pirates!</p> <p>Pirates in Pyjamas – Caroline Crowe</p> <p>Song of the Week:</p> <p>Ho, ho, ho, ho, ho, ho, When I was one I'd just begun, The day I went to sea. I jumped aboard the pirate ship And the captain said to me 'We're going this way, that way, Forwards and backwards, Over the Irish sea. A bottle of rum to fill my tum And that's the life for me. Ho, ho, ho, ho, ho, ho When I was two I lost my shoe... The day I went to sea. I jumped aboard the pirate ship And the captain said to me 'We're going this way, that way, Forwards and backwards, Over the Irish sea. A bottle of rum to fill my tum And that's the life for me. Ho, ho, ho, ho, ho, ho, When I was three I climbed a tree... The day I went to sea. I jumped aboard the pirate ship And the captain said to me 'We're going this way, that way, Forwards and backwards, Over the Irish sea. A bottle of rum to fill my tum And that's the life for me.</p>	<p>Literacy</p> <p>Design pyjamas for a pirate and add labels.</p>	<p>Learn new vocabulary. Use new vocabulary through the day. Describe events in some detail and stay on topic. Write some sounds correctly when 'writing' or adding labels.</p>	<p>Pirates, pyjamas, armbands, snorkel, wallop, whack, snores, landlubber.</p>	<p>Adult led:</p> <p>Lit – Design pyjamas for a pirate and add labels. UTW – Create a WANTED Poster for Blackbeard. UTW – Comparing Pirate ships and modern day ships. Physical – Walk the Plank – Balancing Beams – Ways of travelling. (outdoor) EAD – Explore the work of Hokusai– The Great Wave off Kanagawa. Create their own wave picture – paints, fabric painting, printing etc.</p>	<p>Adult led:</p> <p>Physical – Outdoors – Paired and team games and ball skills; throwing, catching, kicking, rolling and racket skills. Link to previous work on exercise.</p>		
		<p>UTW</p> <p>Learn about a real life pirate – Blackbeard (Edward Teach).</p> <p>Create a WANTED Poster for Blackbeard.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>To know that there were real-life Pirates and that they were bad people.</p>	<p>Pirate, history, past, real-life, Blackbeard, Edward Teach.</p>				
		<p>UTW</p> <p>Comparing Pirate ships and modern day ships.</p>	<p>Begin to comment and compare images of familiar situations in the past and present.</p>	<p>Ship, Pirate ship, galleon, cruise liner, sail, cannon, Jolly Roger, wind-power, engine.</p>			<p>Child led:</p> <ol style="list-style-type: none"> 1. Fine Motor – Cutting skills – images of pirate ships to cut and stick. 2. C&L – Sorting boat pictures into old and new. 3. Water Tray – Can you sink a ship? 4. Maths linked to current or previous week's learning in response to AfL. 5. EAD – Creating flags for a Pirate ship. 6. Sand Tray – Treasure Hunt. 7. Small World – Pirate Ship. <p>Child initiated:</p> <p>In response to the direction the children take their learning.</p>	<p>Child led:</p> <ol style="list-style-type: none"> 1. Gross Motor – Jumbo Shapes to construct Pirate ships. 2. C&L – Reading and writing shed – non-fiction. 3. UTW – Water Tray – Making waves. 4. Maths linked to current or previous week's learning in response to AfL. 5. EAD – Using 2D shapes to make ship pictures. 6. Physical – Sand Tray using tools – Digging for treasure. 7. Lit – Drawing and labelling Pirate Ships. <p>Child initiated:</p> <p>In response to the direction the children take their learning.</p>
		<p>Physical</p> <p>Walk the Plank – Balancing Beams – Ways of travelling.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Walk the Plank, beam, bench, route, travel, balance.</p>				
		<p>EAD</p> <p>Explore the work of Hokusai– The Great Wave off Kanagawa. Create their own wave picture – paints, fabric painting, printing etc.</p>	<p>Explore colour and colour-mixing. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Artist, Hokusai, The Great Wave off Kanagawa, texture, wave, fabric, print.</p>				

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4	<p>We are Navigators!</p> <p>The Pirates Next Door – Jonny Duddle</p> <p>Song of the Week:</p> <p>Ho, ho, ho, ho, ho, When I was four I knocked at the door... The day I went to sea. I jumped aboard the pirate ship And the captain said to me 'We're going this way, that way, Forwards and backwards, Over the Irish sea. A bottle of rum to fill my tum And that's the life for me. Ho, ho, ho, ho, ho, ho When I was five I learned to dive, The day I went to sea. I jumped aboard the pirate ship And the captain said to me 'We're going this way, that way, Forwards and backwards, Over the Irish sea. A bottle of rum to fill my tum And that's the life for me, Ho, ho, ho, ho, ho, ho, ho, ho, ho.</p>	<p>Literacy Create an invitation, letter or picture from Jim Lad the Pirate's son to Matilda asking her to visit their ship.</p>	<p>Understand the five key concepts about print: print has meaning. Use some of their print and letter knowledge in their early writing. Represent some sounds correctly.</p>	<p>Next door, gloomy, sea-side, wooden-legged, OO-ARR, urchin.</p>	<p>Adult led: Lit – Create an invitation, letter or picture from Jim Lad the Pirate's son to Matilda asking her to visit their ship. EAD UTW – Create a Treasure Map. EAD Physical – Create a moving Pirate Ship Picture using a slider. EAD Physical – Create a moving Pirate Ship Picture using a slider. UTW – Compare contrasting localities, e.g. Hall Green (land-locked) and The Caribbean (surrounded by ocean).</p> <p>MATHS Position and Direction</p>	<p>Adult led: Physical – Gross motor – Hand eye coordination – throwing and catching / racket skills.</p>
		<p>EAD UTW Create a Treasure Map.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Treasure Map, treasure chest, desert island, palm tree, X marks the spot, sea, swamp, lake, mountain, compass.</p>		
		<p>EAD Physical Create a moving Pirate Ship Picture using a slider.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Pirate ship, Jolly Roger, waves, sail, porthole, cannon, slider.</p>	<p>Child led: 1. Fine Motor – Pencil skills – Following lines e.g. waves, zig zags, wiggly lines etc. 2. C&L – Making masks or puppets – story retelling. 3. Maths – Matching gems / treasure to digit cards, using tweezers. 4. Maths linked to current or previous week's learning in response to AfL. 5. EAD – Making pirate memorabilia swords, treasure, treasure chests, eye patches, parrots etc. 6. UTW – Sorting images of different places, e.g. urban / beach</p>	<p>Child led: 1. Gross Motor – Wood blocks and balancing beams. 2. C&L – Reading area – non-fiction books. 3. UTW – Continue with caring with the garden area. 4. Maths linked to current or previous week's learning in response to AfL. 5. EAD – Choosing materials /techniques to create a desert island. 6. Physical – Sports Day practice activities – e.g. hula hoops, quoits, skipping ropes, bean bags etc. 7. Lit – Free writing opportunity.</p>
		<p>EAD Physical Create a moving Pirate Ship Picture using a slider.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Pirate ship, Jolly Roger, waves, sail, porthole, cannon, slider.</p>		
<p>UTW Compare contrasting localities, e.g. Hall Green (land-locked) and The Caribbean (surrounded by ocean). Show photos of each side by side – adult to scribe children's comments.</p>	<p>Begin to recognise some environments that are different from the one in which they live.</p>	<p>Environment, town, country, England, abroad, Hall Green, Caribbean, land-locked, island, ocean, similar, different.</p>	<p>Child initiated: In response to the direction the children take their learning.</p>	<p>Child initiated: In response to the direction the children take their learning.</p>		

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5	We are Historians! Ten Minutes to Bed Little Dinosaur – Rhiannon Fielding Song of the Week: (Sung to: Oh My Darling Clementine) Great big dinosaurs, great big dinosaurs, Lived so long ago Some liked land and some liked water, Some flew in the air. Great big dinosaurs, great big dinosaurs, Lived so long ago Some had horns and some had spikes, Some had wings like bats.	Literacy Retell the story in different ways, dinosaurs, volcano and props in tuff tray. To identify rhyme within a story.	Engage in story times and make simple predictions. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Faraway, creatures, echoing roar, Rumble, thundered, hullabaloo, THUD, mountain, volcano, lava, plodded, wonder.	Adult led: Lit – Image of Rumble with his mum and Speech Bubbles. What might they be saying? UTW – Locate places on a simple map (The Land of Nod). EAD – To create their own dinosaur land map 2D. UTW – To know the names of some dinosaurs. To match the name to the dinosaur. To know that dinosaurs lived millions of years ago. To sort model dinosaurs, using own criteria. UTW – To label pictures of dinosaurs. To know that some ate meat and some ate vegetation.	Adult led: UTW – Building a dinosaur den from natural materials.		
	Great big dinosaurs, great big dinosaurs, Lived so long ago Some had horns and some had spikes, Some had wings like bats.	EAD To create their own dinosaur land map (2D).	Develop increasing independence in selecting materials and creating their own artwork. To talk about their creations, explaining their choices.	Black Mountain, Enchanted Valley, Gloomy Den, Ancient Forest, Emerald Glen, Deadly Creek, Stinky Swamps, Boulder Gorge, Glitter Bay, Giants' Town, Golden Cove, Creepy Castle, Rickety Bridge, Floating Isles.			Child led: 1. Lit – Retell the story in different ways, dinosaurs, volcano and props in tuff tray, actions. 2. C&L – Photos of dinosaurs to sort and discuss. 3. UTW – Dinosaurs to sketch and colour. 4. Maths linked to current or previous week's learning in response to AfL. 5. Maths – Sequencing dinosaurs by size / length. 6. EAD – Make representations of dinosaurs – Paint, dough, collage. 7. EAD – Junk modelling dinosaurs, constructing and joining.	Child led: 1. Lit – Reading and writing shed – non-fiction books. 2. Fine Motor – Jigsaw puzzles. 3. EAD – Musical instruments. 4. Maths linked to current or previous week's learning in response to AfL. 5. UTW – Sand Tray – Dinosaur Dig / Fossil Hunt. 6. Water Tray – Fishing for dinosaur eggs. 7. PD – Racket skills.
	Great big dinosaurs, great big dinosaurs, Lived so long ago Some ate plants and some ate meat, But now there are no more.	UTW To know the names of some dinosaurs. To match the name to the dinosaur. To know that dinosaurs lived millions of years ago. To sort model dinosaurs, using own criteria.	To be able to talk about familiar books, and be able to tell a long story. Use talk to organise themselves and their play. Engage in story times and make simple predictions. Develop storylines in their pretend play.	Dinosaur, Diplodocus, Pterodactyl, Brachiosaurus, Stegosaurus, Triceratops, Tyrannosaurus Rex, Velociraptor.				
		UTW To label pictures of dinosaurs. To know that some ate meat and some ate vegetation.	Explore the natural world around them – Seasonal Change Summer.	Seasons, summer, sun, warm, heat, temperature, holiday.				

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6	<p>We are Scientists!</p> <p>Bradley and the Dinosaur – Julian Hilton</p> <p>Song of the Week.</p> <p>(Sung to: "Muffin Man")</p> <p>Oh, do you know the stegosaurus? The stegosaurus, the stegosaurus? Oh, do you know the stegosaurus? He had plates upon his back.</p> <p>More verses: Apatosaurus...he had a very long neck. Tyrannosaurus rex...he was very fierce. Triceratops.... he had three big horns.</p>	<p>Literacy</p> <p>To identify words that rhyme in a story. To go on a Dinosaur / Flower Hunt.</p>	<p>Be able to talk about familiar books, and be able to tell a long story. Engage in story times and retell the main events.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Bradley, dinosaur, flowers, humungous, creature, stubby legs, boulders, ferocious, terrifying, explorer.</p>	<p>Adult led:</p> <p>Lit – To identify words that rhyme in a story. To go on a Dinosaur / Flower Hunt.</p> <p>UTW – Create their own Dinosaur Land, using a range of media and self-selecting.</p> <p>Continue throughout the week.</p> <p>UTW – Seasonal Change – To know some features of summer.</p>	<p>Adult led:</p> <p>PD: Revise and refine the fundamental movement skills they have already acquired: rolling- crawling - walking - jumping - running - hopping - skipping – climbing – move like a dinosaur – snake – fish – pterodactyl etc.</p>
		<p>EAD</p> <p>Create their own Dinosaur Land, using a range of media and self-selecting. Continue throughout the week.</p>	<p>Develop increasing independence in selecting materials and creating their own artwork.</p> <p>To talk about their creations, explaining their choices.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Dinosaur Land, jungle, swamp, forest, volcano.</p>	<p>To create a Summer Poster.</p> <p>UTW – To know how to stay safe in the sun. To pack a bag for a day at the beach.</p> <p>UTW – Comparing hot and cold places.</p> <p>Investigating melting – ice, wax, chocolate, butter.</p>	
		<p>UTW</p> <p>Seasonal Change – To know some features of summer.</p> <p>To create a Summer Poster.</p>	<p>Explore the natural world around them – Seasonal Change Summer.</p>	<p>Seasons, summer, sun, warm, heat, temperature, holiday.</p>	<p>Child led:</p> <p>1. Lit – Post cards for free writing holiday theme.</p> <p>2. C&L – Photos of hot and cold places to sort.</p> <p>3. UTW – Sorting clothes / objects by season (summer/winter).</p>	<p>Child led:</p> <p>1. Lit – Reading and free writing on Read, Write, Create! table.</p> <p>2. UTW – Make and test a water slide for a water park in Tuff Tray.</p> <p>3. PD – Basketballs and net.</p>
		<p>UTW</p> <p>To know how to stay safe in the sun. To pack a bag for a day at the beach.</p>	<p>Explore the natural world around them – Seasonal Change Summer. To know how to stay safe in the sun.</p>	<p>Seasons, summer, sun, warm, heat, temperature, holiday, beach, sea, sunscreen, sunhat, sunglasses water, shade.</p>	<p>4. Maths linked to current or previous week's learning in response to AfL.</p> <p>5. EAD – Exploring Hot and Cold colours – range of media.</p> <p>6. Physical – Revise buttons and zips on holiday clothes.</p> <p>7. Maths – Comparing weight of 'holiday' items using balance scales.</p>	<p>4. Maths linked to current or previous week's learning in response to AfL.</p> <p>5. UTW – Searching for dinosaurs and flowers in the garden area.</p> <p>6. EAD – Creating summer pictures.</p> <p>7. EAD – Design a summer outfit to wear to the beach.</p>
	<p>UTW</p> <p>Comparing hot and cold places. Investigating melting – ice, wax, chocolate, butter.</p>	<p>Explore the world and notice changes to materials.</p>	<p>Environment, hot, cold, seasons, summer, desert, tropical, rainforest. Heat, melt, high, low, temperature.</p>	<p>Child initiated:</p> <p>In response to the direction the children take their learning.</p>	<p>Child initiated:</p> <p>In response to the direction the children take their learning.</p>	

Week 7 : Child initiated / roll-over / nursery teddy bears' picnic, sports day, Graduation, moving on transitions etc.

Written by: Andrew Neale-Crane (Assistant Head Teacher) May 2023.