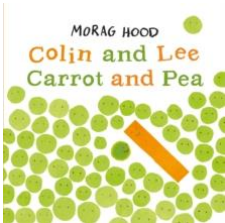
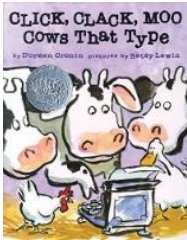
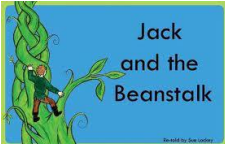





Summer 1 Nursery Medium Term Plan

Cycle 2



What's on Old McDonald's Farm?

Parental Engagement	Key Text	Traditional Tales and Rhymes	Trips and Experiences	Festivals and Special Times
<p>Parent and Carer Open Evenings</p> <p>Sports Day Event</p> <p>Parent and Carer Workshops</p> 	<p>Click Clack Moo</p>  <p>We will also be reading lots of other stories, songs and rhymes daily.</p>	<p>Jack and the Beanstalk</p>  <p>Bible Story: Jesus feeds a crowd</p> 	<p>Growing Caterpillars</p> <p>Trip to Ash End Farm</p> 	<p>Ramadan Eid</p> 

Characteristics of effective Learning:

Playing and Exploring - During this topic the children will be encouraged to play and explore using knowledge they already have and supported to develop a 'have a go' attitude at school.

Active learning - The children will be provided with daily activities that allow them to be active and involved in their learning. The activities will help develop concentration and attention.

Creating and thinking Critically - Our continuous provision will strongly encourage the children to explore their own ideas and to tackle a task how they feel best suit.

We have an animal for each learning behaviour. These are:

Creative Chameleon		Persevering parrot		Go for it Gorillas		Proud Peacock	
Slinky Linky Snake		I know Rhino		Exploring Elephants		Choosing Chimps	




Analysing Alligators



Prime Areas of learning

<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Personally, Socially and Emotionally we will be able to...</p> <ul style="list-style-type: none"> • Talk about how healthy food and keeping clean can help our bodies • Name some healthy foods • Try new experiences • Name some activities that they can do to help out at home • Talk about how they can look after other members of their family • Talk about how they can look after their friends • Show care and responsibility for their home and learning environments • Talk about what is special within the natural world • Name some ways in which they can help their world <p>E-safety Focus- I know I can use the internet to find things out</p> <p>Learning at home- Sharing family photographs/taking a healthy snack home</p>	<p>We will achieve this by...</p> <p>SCARF Theme- Rights and Respect</p> <p>Setting up a healthy teddy bear's picnic</p> <p>Washing hands</p> <p>Making and cooking healthy snacks eg banana bread and smoothies.</p> <p>Making teddy bear faces</p> <p>Food collages</p> <p>Talking about our special people such as families and friends</p> <p>Describing our feelings - zones of regulation</p> <p>Colour feelings</p> <p>Home corner and dolls house play to support learning about our different families and friends</p> <p>Going on a 'caring' walk</p> <p>Growing and taking care of seeds and plants</p> <p>Books to share:</p> <ul style="list-style-type: none"> • <i>Dirty Bertie</i> by David Robert • <i>I Don't Want to Wash My Hands</i> by Tony Ross • <i>Oliver's Vegetables</i> by Vivian French • <i>Oliver's Fruit Salad</i> by Vivian French
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		<ul style="list-style-type: none"> • <i>I Will Not Ever Never Eat a Tomatoby</i> Lauren Child • <i>Eating the Alphabet</i> by Lois Ehlert • <i>The Very Hungry Caterpillar</i> by Eric Carle • <i>Too Picky</i> by Jean Reidy • <i>Handa's Surprise</i> by Eileen Browne
<p>Communication and Language</p>  <p>Listening, attention and understanding</p> <p>Speaking</p>	<p>As communicators we will...</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary • Sing a large repertoire of songs • Enjoy listening to longer stories and can remember much of what happens • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Use longer sentences of four to six words • Understand 'why' questions like "why do you think the caterpillar got so fat?" • 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. • Can start a conversation with an adult or a friend and continue it for many turns.  <p>Learning at home- rhymes and songs, story sacks and sharing stories</p>	<p>We will achieve this by...</p> <p>Share lots of stories in the library, book corner and daily reading</p> <p>WellComm activities</p> <p>Introducing and using interesting words to describe our snack and other things such as animal names and their babies</p> <p>'I wonder' questions about everyday experiences such as the weather, science investigations and responding to stories</p> <p>Daily welcome to nursery, talking about the weather, season and children's experiences</p> <p>Introduce new vocabulary - add words to our story board for the book 'Click Clack Moo'</p> <p>Retelling stories</p> <p>Exploring and asking questions about what's inside the curiosity cube</p>
<p>Physical Development</p>  <p>Gross motor skills</p> <p>Fine motor skills</p>	<p>Physically, we will...</p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important • Run skilfully, negotiating space Run safely on whole foot • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank • Continue to develop their movement and ball skills • Make healthy choices about food, drink and tooth brushing <p>Learning at home- zipping our coats up</p>	<p>We will achieve this by...</p> <p>Daily activities and routines such as:</p> <p>Putting our coats on and zipping them up</p> <p>Getting ready for our Seasonal walks and dressing for the different seasons and weather</p> <p>Daily healthy snack including fruit, water and milk</p> <p>Daily washing hands and learning to be independent such as going to the toilet and taking care of ourselves</p> <p>Lots of fine motor activities to build the strength in our hands and fingers:</p>





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		<p>Use tweezers to pick up/ move large objects i.e. pompoms Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough Using glue spreaders Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects Practise activities to promote crossing the mid-line of the body i.e. passing a ball from left to right Promote activities to strengthen bilateral coordination i.e. lacing cards Cut a straight line with some accuracy</p> <p>Lots of large (gross) movement activities: Use crates and planks of wood to build obstacle courses Encourage children to climb and build independently Use of climbing frame Practise throwing and catching large ball Practise riding the bikes and scooters Galloping races Balancing on one leg during Simon Says game Pick up small buckets of water/ sand using 2 hands</p>
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Specific Areas of learning

<p>Literacy</p>  <p>Reading</p> <p>Writing</p> <p>Comprehension</p>	<p>As readers, writers and mark makers we will be...</p> <ul style="list-style-type: none"> • Noticing print such as the first letter in our name or a familiar logo • Engaging in extended conversations about stories, learning new vocabulary • spotting and suggesting rhymes • recognising words with the same initial sound, such as money and mother • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately. • Print can have different purposes. 	<p>We will achieve this by...</p> <p>Lots of opportunities to make marks such as writing animal labels, lists, letters, cards, maps and notes etc Writing our names Letter join activities- learning how to draw patterns and write letters Name card wall- talking about our names and the phonemes they begin with Clapping our names and other words Lots of stories linked to our topic</p>
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	<p>In phase 1 phonics, we will be learning to:</p> <ul style="list-style-type: none"> • Listen to and appreciate the difference between sounds made with instruments • Use a wide vocabulary to talk about instrument sounds • Develop awareness of rhythm and rhyme in speech • Increase awareness of words that rhyme and develop knowledge about rhyme · Talk about words that rhyme and produce rhyming words • Develop understanding of alliteration • Listen to sounds at the beginning of words and hear the differences between them • Explore how different sounds are articulated • Talk about the different sounds that we can make with our voices • Develop oral blending and segmenting of sounds in words • Listen to sounds within words and remember them in the order in which they occur • Talk about the different sounds that make up words <p style="text-align: center;">Learning at home- Story sacks, Share a book with 'Bumble' the reading bear Half termly reading challenges</p> <div style="text-align: center;">  </div>	<p>Weekly library visit to share a book for enjoyment Story boards and maps to retell our class story Small world play to act out stories Exploring different settings and describing habitats Role play area to act out and tell stories Daily phonics such as listening walks, listening to everyday sounds and describe them, exploring instruments Book voting station to vote and share our favourite books Exploring and making the different settings from the story Performing animal poetry and rhymes We will be following the Twinkl phase 1 phonic lessons Exploring sounds and rhyming words using animal books, songs and rhymes</p> <p>Phonics: Noisy farm What a jungle noise All aboard the submarine Pam's snowy ride Who's hiding under there</p> <p>Jack and the beanstalk</p>
<p>Maths</p> <div style="text-align: center;">  </div> <p>Number</p> <p>Numerical patterns</p>	<p>As mathematicians we will be...</p> <ul style="list-style-type: none"> • Linking numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Comparing quantities using language: 'more than', 'fewer than'. • Talking about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. • Describing a familiar route. 	<p>We will achieve this by...</p> <p>Learning about the numbers 5-10 through number blocks- counting, comparing amounts and recording in our ways Making groups of objects and quickly recalling how many such as animals we can see without counting each one</p>

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	<ul style="list-style-type: none"> • Discussing routes and locations, using words like 'in front of' and 'behind'. • Making comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. <p style="text-align: center;">Learning at home- Counting song puppets to share at home</p>	<p>Daily counting for different purposes such as how much fruit we need? Counting songs eg 5 little ducks and five speckled frogs Comparing groups eg animals on the zoo Making maps and describing routes Positional language games Measuring and comparing the size of different animals Patterns and shapes on different animals eg different animal skins and colours Using shapes to make animals and their habitats</p>
<p>Understanding the World</p>  <p>Past and present</p> <p>People, culture and communities</p> <p>The natural world</p>	<p>Learning about people & the world, we will... </p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced • Begin to understand the need to respect and care for the natural environment and all living things • Able to identify themselves in relation to social groups/their peers - begin to identify similarities and differences between themselves and their significant others • Explore collections of materials with similar/different properties. • Talk about the differences between materials and changes they notice. <p>Kapow Computing- We will be learning to: Explore and play with loose parts</p> <p>Understanding arrows</p> <p>Introducing Bee-bot</p> <p>Programming Bee-bot</p> <p style="text-align: center;">In RE we will be learning about RE Unit: Which is special about our world?</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Re-tell stories, talking about what they say about the world, God, human beings</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p>	<p>We will achieve this by...</p> <p>Using our senses to explore what's inside the curiosity cube</p> <p>Local walks Talking about special times for our families Using our senses to explore the seasons of Spring and Summer Exploring different materials eg straw, compost and wood etc Small world areas to tell stories and let our imaginations run wild Collecting natural materials and using our senses to talk about them Welly walks and talking about change Lots of books, poems and rhymes about different families - PSED links Learning all about different animals from around the world. Learning about different habitats and how to take care of the animals Growing caterpillars and butterflies in class Sharing our own pets and learning how to take care of animals. Learning about occupations eg vets, zoo keepers, pet shop etc.</p>

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	<p>Express ideas about how to look after animals and plants</p> <p>Talk about what people do to mess up the world and what they do to look after it</p> <p>Learning at home- Share a pet day- bringing in photos and experiences of pets. Be an animal day- come to nursery as your favourite animal/pet</p>	<p>Role play areas- The vets/Pet shop/Farm shop</p> <p>Celebrations-</p> <p>Easter Reflections</p> <p>Weekly assemblies with Mrs Berry</p> <p>Godly play for the Easter story</p> <p>Daily prayers/reflection and thank you thoughts</p>
<p>Expressive Arts and Design</p>  <p>Creating with materials</p> <p>Being imaginative and expressive</p>	<p>Imaginatively and as artists, musicians and designers we will be ...</p> <ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Explore different materials freely • Develop their own ideas and decide which materials to use to express them • Use a wider range of vocabulary • Sing a large repertoire of songs • Enjoys listening to stories • Play instruments with increasing control to express their feelings and ideas <p>Kapow Music- Musical Stories:</p> <p>Moving to Music</p> <p>Instruments to represent characters</p> <p>Storytelling with actions</p> <p>Using instruments to represent actions</p> <p>Musical story composition</p> <p>Musical Story performance</p> <p>Learning at home-performing animal songs and dances</p>	<p>We will achieve this by...</p> <p>Drawing and adding details such as our favourite animal</p> <p>Water colour painting</p> <p>Daily singing and music activities</p> <p>Making models such as animal models Naming and using different colours to create our paintings, collages and other art work</p> <p>Exploring different animal patterns, colours and textures</p> <p>Learning about camouflage</p> <p>Small world area to retell familiar stories and make up new story lines</p> <p>Focus Artist: Paul Klee- making shapes collages</p>



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