



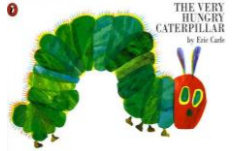
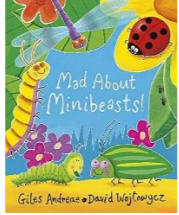
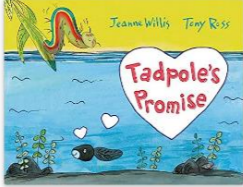
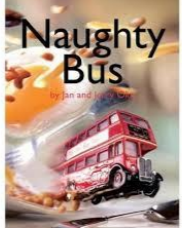
Nursery Medium term planning Summer Term

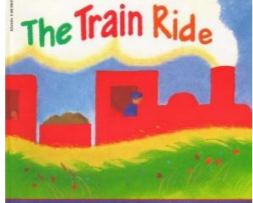
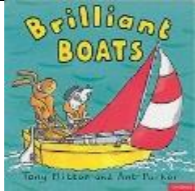
Themes: Our World-Near and Far



Communication & Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the world	Exploring media and materials
<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 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 <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there. I'll be the driver."</p>	<ul style="list-style-type: none"> Begin to understand how others might be feeling. Talk with others to solve conflicts. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Make healthy choices about food, drink, activity and tooth brushing. <p>PE Focus: Ball skills/Team games</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> count or clap syllables in a word <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> 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. <p>Write some letters accurately.</p>	<ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and explore 3D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. <ul style="list-style-type: none"> Notice and correct an error in a repeating pattern Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than' Describe a familiar route Fast recognition of up to 3 objects, without having to count them individually ('subitising'). 	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. Begin to make sense of their own life-story and family's history. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Explore and talk about different forces they can feel e.g. magnets <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos e.g. holidays they have been on</p>	<ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Create their own songs, or improvise a song around one they know. <ul style="list-style-type: none"> Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

				Make comparisons between objects relating to size, length, weight and capacity		
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	Core Book	Key Learning Intent:	Enrichment experiences:	Links to Reception Themes
<p>Weeks 1/2 Garden Caterpillars and Butterflies</p>		<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about what they see, using a wide vocabulary. • Understand the key features of the life cycle of a plant and an animal. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Make healthy choices about food, drink, activity and tooth brushing – talking about what the caterpillar eats is that a healthy choice? Lead to discussing of healthy and unhealthy foods. 	<p>Opportunities to observe and care for caterpillars in the classroom and observe how they grow into butterflies.</p>	<p>In Reception children will continue to learn about lifecycles of plants and animals and they will learn how they change over time.</p>
<p>Week 3/4 Garden Minibeasts</p>		<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about what they see, using a wide vocabulary. 	<p>Opportunities to explore the school grounds.</p>	<p>In Reception children will continue to build on this knowledge of how to respect and care for the environment and the living things within it.</p>
<p>Week 5/6 Garden Pond Life</p>		<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about what they see, using a wide vocabulary. • Understand the key features of the life cycle of a plant and an animal. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'. • Begin to understand how others might be feeling relating back to how the caterpillar and tadpole feels in the story. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc linking to story. • 	<p>Opportunities to explore the local area.</p>	<p>In Reception will continue to build on this to build on this knowledge of describing a sequence of events and they will begin to retell familiar stories using exact repetition of some words.</p>
<p>Week 7/8 Journey's by Bus</p>		<ul style="list-style-type: none"> • Explore and talk about different forces they can feel e.g. magnets • Make imaginative and complex 'smallworlds' with blocks and construction kits, such as a city with different buildings and a park. • Use talk to organise themselves and their play: "Let's go on a bus... you sit here. I'll be the driver." • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs e.g. the wheels on the bus. • Describe a familiar route looking at simple maps, talking about routes to school, routes around school etc. 	<p>Children will have an opportunity to ride on a bus around the local area.</p>	<p>In Reception children will continue to build on the knowledge of the local area by looking at differences between life in this country and life in other countries.</p>

<p>Week 9/10 Journeys by Train</p>		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there. I'll be the driver." • Talk about and explore 3D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' – creating their own trains using 3D shapes, boxes etc. • Notice and correct an error in a repeating pattern using train carriages. 		<p>In Reception children will continue to build on the knowledge of the local area by looking at differences between life in this country and life in other countries.</p>
<p>Week 11/12 Journeys by Boat</p>		<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos eg holidays they have been on • Create their own songs, or improvise a song around one they know – looking at sea shanties. • Join different materials and explore different textures create a collage linking sea, sand, boats etc. thinking of what materials would be effective for different things. • Join different materials and explore different textures by making their own boats. 	<p>Children will have the opportunity to experiment with floating and sinking and joining different materials by making their own boats.</p>	<p>In Reception children will continue to build on the knowledge of the local area by looking at differences between life in this country and life in other countries.</p>