


Nursery Summer 2 Medium Term Plan – September 2023 – Where shall we go today?


Week	Week 1 04.09.23	Week 2 11.09.23	Week 3 18.09.23	Week 4 25.09.23	Week 5 02.10.23	Week 6 09.10.23	Week 7 16.09.23
Focus	Settling in & Daily Routines	Settling in & Daily Routines	I'm special	Family	Homes	Autumn	Halloween
Story of the week	Favourite Nursery rhymes <i>Sing a large repertoire of songs</i>	Favourite Nursery rhymes <i>Sing a large repertoire of songs</i>	Elmer stories <i>Talk about and identify the patterns around them</i> <i>Explore colour</i>	I love my Mummy / I love my Daddy <i>Begin to make sense of their own life story and family history</i>	My Dad is brilliant / My mum is fantastic <i>Begin to make sense of their own life story and family history</i>	One winters night / Autumn non fiction <i>Understand the key features of the life cycle of a plant</i>	Winnie the witch stories
UTW Development Matters 3 – 4 year olds UTW	Establishing routines Introducing resources Looking after equipment	Getting to know me bags – children to discuss objects of importance to them <i>Become more outgoing with unfamiliar people, in the safe context of their setting</i>	Getting to know me bags – children to discuss objects of importance to them <i>Become more outgoing with unfamiliar people, in the safe context of their setting</i> Describe who is in your family and any special times you can remember. <i>Begin to make sense of their own life story and family history</i>	Getting to know me bags – children to discuss objects of importance to them <i>Become more outgoing with unfamiliar people, in the safe context of their setting</i> Describe your physical features. <i>Continue developing positive attitudes about the differences between people</i> 	Getting to know me bags – children to discuss objects of importance to them <i>Become more outgoing with unfamiliar people, in the safe context of their setting</i> Matching objects to the rooms of a house they're usually found in	Getting to know me bags – children to discuss objects of importance to them <i>Become more outgoing with unfamiliar people, in the safe context of their setting</i> Autumn walk around the school grounds <i>Talk about changes they notice</i>	Explore how you can shine light through some materials, but not others. <i>Talk about the differences between materials</i>

<p>Literacy /Phonics</p> 	<p>Baseline writing</p>	<p>Rhyme Time – 1,2, 3, 4, 5, once I caught a fish alive</p> <p>Tuning Into Sounds Aspect 1: General sound discrimination – environmental sounds Listening walks Mrs Browning has a box Love of Reading <i>Where's Lenny?</i> Read 1: Read the book aloud: Read 2: Read the story and teach the verbs</p>	<p>Rhyme Time – 1 potato, 2 potato, 3 potato 4</p> <p>Tuning Into Sounds Aspect 1: General sound discrimination – environmental sounds CD Animal Sounds Socks & shakers Love of Reading <i>Where's Lenny?</i> Read 3: Read the story and link to the nouns (1) Read 4: Read the story and link to the nouns (2) Explore the sensory aspects of the story: Bubbles Explore the sensory aspects of the</p>	<p>Rhyme Time – 5 Little Speckled frogs</p> <p>Tuning Into Sounds Aspect 2: General sound discrimination – instrumental sounds Which instrument? Adjust the volume Love of Reading <i>Where's Lenny?</i> Read 5: Bring the language alive – actions Read 6: Read another story by the same author or illustrator - <i>Astro Girl</i> Continuous Provision – 1. Making toast 2. Blobs of paint</p>	<p>Rhyme Time 5 Little ducks went swimming one day</p> <p>Tuning Into Sounds Aspect 2: General sound discrimination – instrumental sounds Matching sound makers Animal sounds Love of Reading <i>Lulu loves the library</i> Read 1: Read the book aloud. Read 2: Read the book and teach the Verbs 1: Do the actions: walk, singing, give, choose. Read 3: Verbs 2: Remind the children about the verbs and do the actions: walk, singing, give, choose. Explore the sensory aspects of the story: •</p>	<p>Rhyme Time 5 Current buns</p> <p>Tuning Into Sounds Aspect 3: General sound discrimination – body percussion Roly poly Follow the sound Love of Reading <i>Lulu loves the library</i> Read 3: Read the story and link to the nouns. Nouns 1: Find these nouns in the book and show the children the matching photographs: library, rucksack, library card. Make a sentence Nouns 2: Find these nouns in the book and show the</p>	<p>Rhyme Time – 5 Sausages</p> <p>Tuning Into Sounds Aspect 3: General sound discrimination – body percussion Noisy Neighbour CD Home sounds Love of Reading <i>Lulu loves the library</i> Read 5: Bring the language alive! Read 6: Read together! Read another story by the same author or illustrator - <i>Lulu loves stories</i></p>
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			story: Smelling Jam		Mummy has a cappuccino – provide coffee beans for children to smell. • Lulu has a juice – provide a variety of juices for children to taste and smell.	children the matching photographs: bears, shoes, librarian. Make a sentence	
Maths	Baseline Maths	<p>Master the Curriculum 1,2, 3, 4, 5, once I caught a fish alive</p> <p>Colours</p> <ul style="list-style-type: none"> • Red • Blue • Yellow <p>EAD 3 – 4 Year Olds: Explore colour and colour mixing</p>	<p>Master the Curriculum 1 potato, 2 potato, 3 potato 4</p> <p>Colours</p> <ul style="list-style-type: none"> • Green • Purple • Mix of colours <p>EAD 3 – 4 Year Olds: Explore colour and colour mixing</p>	<p>Master the Curriculum 5 Little Speckled frogs</p> <p>Matching</p> <ul style="list-style-type: none"> • Buttons and colours • Matching towers • <p>Matching shoes</p> <p>3 – 4 Year Olds: Make comparisons between objects relating to size</p> <p>Complete inset puzzles</p> <p>Compare sizes using gestures and language: 'bigger/little/small' Talk about and explore 2D shapes using informal and mathematical language sides, corners,</p>	<p>Master the Curriculum 5 Little ducks went swimming one day</p> <p>Match number shapes</p> <ul style="list-style-type: none"> • Match shapes • Pattern <p>handprints – big and small</p> <p>3 – 4 Year Olds: Make comparisons between objects relating to size</p> <p>Complete inset puzzles</p> <p>Compare sizes using gestures and language: 'bigger/little/small' Talk about and explore 2D shapes using informal and mathematical</p>	<p>Master the Curriculum 5 Current buns</p> <p>Sorting</p> <ul style="list-style-type: none"> • Colour • Size • Shape <p>3 – 4 Year Olds: Make comparisons between objects relating to size</p> <p>Complete inset puzzles</p> <p>Compare sizes using gestures and language: 'bigger/little/small'</p>	<p>Master the Curriculum 5 sausages</p> <p>Sorting</p> <ul style="list-style-type: none"> • What do you notice? • Guess the rule • Guess the rule <p>3 – 4 Year Olds: Make comparisons between objects relating to size</p> <p>Complete inset puzzles</p> <p>Compare sizes using gestures and language: 'bigger/little/small'</p>

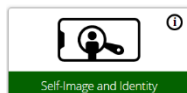
					language sides, corners,		
Finger Gym	Fine motor and dexterity skills Coloured sand and potion bottles, pouring with scoops, pinching with finger tips	Fine motor and dexterity skills Designing a face using the collage materials	Fine motor and dexterity skills Design a face using playdough & Mr Potato Head resources	Fine motor and dexterity skills Paper clips sliding onto card. Match the coloured paper clip to the corresponding card	Fine motor and dexterity skills Elastic bands around pinecones	Fine motor and dexterity skills Seed sort by size – pine cones, conkers, pumpkin seeds	Fine motor and dexterity skills Use tweezers to retrieve spiders from the jelly
Challenge area	Jigsaw puzzles	Sort compare bears by colour / different coloured buttons / objects – relate to colour monster emotions.	Magnetic people and clothes	Peg People – Design your family using different sized peg people	Use different sized sticks to create a house	Matching Buttons What is the same? What is different Week 3 Maths	Cut along the line – fine motor cutting skills.
PE Complete PE Planning Foundation – Ourselves - Dance		Ourselves: Moving in sequence The focus of learning is to explore different movements using different parts of the body.	Ourselves: Responding in movement to words and music The focus of learning is to explore larger scale travelling movements.	Ourselves: Moving with props and contrasting tempos The focus of learning is for pupils to respond to words and music using their bodies and props. (Physical) Can pupils move their bodies with big actions? (Cognition) Can pupils	Ourselves: Creating their own movements The focus of learning is for pupils to create their own movement ideas relating to specific words.	Ourselves: Exploring opposites and creating simple movement sequences The focus of learning is to explore different movements using qualities of movement.	Ourselves: Working with a partner exploring character movements The focus of learning is to explore movements such as creeping, tiptoeing and hiding. (Physical) Can pupils move their bodies with big actions? (Cognition) Can pupils

		<p>(Physical) Can pupils move their bodies with big actions?</p> <p>(Cognition) Can pupils experiment moving in different ways? Curiosity</p> <p>(Social) Can pupils watch others as they perform? Empathy</p> <p>(Wellbeing) Can pupils travel with confidence? Self Belief</p>	<p>(Physical) Can pupils move their bodies with big actions?</p> <p>(Cognition) Can pupils experiment moving in different ways? Curiosity</p> <p>(Social) Can pupils listen to others ideas? Empathy</p> <p>(Wellbeing) Can pupils travel with confidence? Self Belief</p>	<p>experiment moving in different ways? Curiosity</p> <p>(Social) Can pupils watch others as they perform? Empathy</p> <p>(Wellbeing) Can pupils travel with confidence? Self Belief</p>	<p>(Physical) Can pupils move their bodies with big actions?</p> <p>(Cognition) Can pupils experiment moving in different ways? Curiosity</p> <p>(Wellbeing) Can pupils travel with confidence? Self Belief</p>	<p>Pupils will learn the meaning of opposites.</p> <p>(Physical) Can pupils move their bodies with big actions?</p> <p>(Cognition) Can pupils experiment moving in different ways? Curiosity</p> <p>(Social) Can pupils watch others as they perform? Empathy</p> <p>(Wellbeing) Can pupils travel with confidence? Self Belief</p>	<p>experiment moving in different ways? Curiosity</p> <p>(Social) Can pupils watch others as they perform? Empathy</p> <p>(Wellbeing) Can pupils travel with confidence? Self Belief</p>
<p>Music Charanga</p> <p>Unit 1 – Me</p> <p>Games Track: Find the pulse</p>		<p>1. Listen and Respond</p> <ul style="list-style-type: none"> Listen and Respond - Celebration by Kool and The Gang. Find the pulse 	<p>1. Listen and Respond</p> <ul style="list-style-type: none"> Listen and Respond - Happy by Pharrell Williams: Find the pulse 	<p>1. Listen and Respond</p> <ul style="list-style-type: none"> Listen and Respond - Sing by The Carpenters: Find the pulse 2. Explore and Create Using Voices (Musical Activities) Options (Build on previous learning): a. 	<p>1. Listen and Respond</p> <ul style="list-style-type: none"> Listen and Respond - Sing A Rainbow by Peggy Lee: Find the pulse 	<p>Main song: Name Song</p> <p>1. Listen and Respond</p> <ul style="list-style-type: none"> Listen and Respond - Happy Birthday 	<p>Main song: Things For Fingers</p> <p>1. Listen and Respond</p> <ul style="list-style-type: none"> Listen and Respond -Our House by Madness: Find the pulse

Copy Cat Rhythm Games: Copycat-clap the rhythm of names. High and Low Games: Explore high sounds and low sounds using voices and glockenspiels.		2. Explore and Create Using Voices (Musical Activities) Options: a. Using the Pat-A-Cake games track, find the pulse in different ways b. Copycat rhythm games c. High and low games (pitch) 3. Sing (Musical Activities) <ul style="list-style-type: none"> Learn to Sing the Song - Pat-A-Cake b. Listen to or sing along with the action song Name Song 	2. Explore and Create Using Voices (Musical Activities) Options (Build on previous learning): a. Using 1, 2, 3, 4, 5 games track, find the pulse in different ways b. Copycat rhythm games c. High and low games (pitch) 3. Sing (Musical Activities) <ul style="list-style-type: none"> Learn to or sing the song - 1, 2, 3, 4, 5 b. Listen to or sing along with the action song Name Song 	Using This Old Man games track, find the pulse in different ways b. Copycat rhythm games c. High and low games (pitch) 3. Sing (Musical Activities) <ul style="list-style-type: none"> Learn to or sing the song - This Old Man b. Listen to or sing along with the action song Name Song 	2. Explore and Create Using Voices (Musical Activities) Options (Build on previous learning): a. Using Five Little Ducks games track, find the pulse in different ways b. Copycat rhythm games c. High and low games (pitch) 3. Sing (Musical Activities) <ul style="list-style-type: none"> Learn to or sing the song - Five Little Ducks b. Listen to or sing along with the action song Things for fingers 	by Stevie Wonder: Find the pulse 2. Explore and Create Using Voices & Instruments (Musical Activities) Options (Build on previous learning): a. Name Song games track, find the pulse in different ways b. Copycat rhythm games c. High and low games (pitch) 3. Sing (Musical Activities) <ul style="list-style-type: none"> Learn to sing the song – Name Song – perform with instruments – rhythm. 	2. Explore and Create Using Voices & Instruments (Musical Activities) Options (Build on previous learning): a. Things for fingers games track, find the pulse in different ways b. Copycat rhythm games c. High and low games (pitch) 3. Sing (Musical Activities) <ul style="list-style-type: none"> Learn to sing the song – Things for fingers – perform with instruments – rhythm.
Computing Cross Curricular On interactive whiteboard		Purple Mash – Mini Mash – Colour pin – Colour jigsaws	Purple Mash – Painting elephants	https://pbskids.org/sid/games/sorting-box Sorting rocks according to colours	Purple Mash – Mini Mash – Colour pin – Matching coloured picture pairs	Purple Mash – Mini Mash – Autumn pin – Autumnal leaves	https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns https://www.topmarks.co.uk/learning-to-count/teddy-numbers
 Managing Online Information	Sherston _ Tissy's Busy Week	Sherston _ Tissy's Busy Week	Sherston _ Tissy's Busy Week	Sherston _ Tissy's Busy Week Thursday – find Tizzy's duster by finding hotspots	Sherston _ Tissy's Busy Week Friday – hang up Tizzy's clothes by	Sherston _ Tissy's Busy Week Saturday – Cut the grass by	Sherston _ Tissy's Busy Week Sunday – tidy the garden by using drag and drop technique

computers / interactive whiteboard	Monday – clean the windows of Tizzy’s house by moving the mouse	Tuesday – pick fruit from Tizzy’s tree by clicking the mouse	Wednesday – decorate Tizzy’s bathroom by moving and clicking the mouse		using a sticky pointer (one click attaches the item to the pointer, another click releases it. Items must be released over the correct hotspot)	holding down the mouse (builds on skills required for drag and drop technique)	
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Information for a connected world



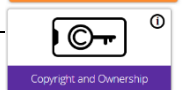
I can recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset




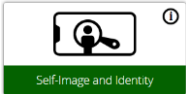

I can identify devices I could use to access information on the internet.



I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
I can describe who would be trustworthy to share this information with; I can explain why they are trusted.



I know that work I create belongs to me.
I can name my work so that others know it belongs to me.

PSHE / Root of Learning Changing Me / Information for a connected world		Who me? I understand how it feels to belong and that we are similar and different 	How am I feeling today? I understand how feeling happy and sad can be expressed	Being at Nursery I can work together and consider other people’s feelings 	Gentle Hands I can use gentle hands and understand that it is good to be kind to people	Our rights I am starting to understand children’s rights and this means we should all be allowed to learn and play	Our Responsibilities I am learning what being responsible means.
Creative Development Matters 3 – 4 year olds EA&D 	Establishing routines Introducing resources Looking after equipment	Design a face – Skill: select appropriate resources and secure with glue	Elmer collage / 3D Milk bottles Skill: Learning how to use glue	Frogs on a log – lolly pop frogs Skill: Cutting skills / gluing skills	Lollypop people – Skill: select the appropriate size lollypop stick to represent each member of your family – decorate with pens and gluing accessories	Autumn collage / 3D hedgehogs / hedgehog collages Skill: Discuss texture and focus on securing materials using different media	Witches wands / spiders Skill: Hole punching and treading

Topic Tray	Building blocks and Peg people – make homes and families	Building blocks and Peg people – make homes and families	Rainbow rice – focus on learning colours	Objects from around the home – match to different rooms around the home		Autumnal Resources	Witches Potions Rice and lentils, Halloween accessories
Additional information	AW & GB out Thursday	GB out Mon am AW out Tue am	CS First Aid Tue Woods Mon am Set expectations and routines	CS Lau Lau Song Drawing - Mon CS – First Aid – Wed Woods – Thurs – pm Phonics – Blobs of paint Phonic - Build dens in woods for Lenny to hide in.	GB First Aid – Thurs EYFS Network – Thurs Woods – Mon am Charming Worms / Camp fire	GB First Aid – Wed Little Wandle – Wed 3:45 – 4:45 Individual Photos – Wed Woods – Thurs am Autumn Walk	