







Nursery Summer 1 Medium Term Plan – April 2023 – How does your garden grow?

Week	Week 1 17.04.23	Week 2 24.04.23	Week 3 01.05.23	Week 4 08.05.23	Week 5 15.05.23	Week 6 22.05.23
Focus	Growth – Provision / Frogs / Seeds	Growth – Caterpillars / Bugs / Frogs	Growth – Plants	Growth - Animals	Growth - People	Growth - Food
Story of the week	Usborne First Experiences The New Baby – Introduce Baby clinic role play Tuesday – Frog provision A Seed in Need	The Hungry Caterpillar The Creepy Crawly Caterpillar Twinkl – The Cautious Caterpillar Mad about Minibeasts Ben plants a Butterfly Garden Life Cycles – Caterpillar to Butterfly	Jack and the Beanstalk The Enormous turnip Jasper’s Beanstalk Beanstalk Jim and the Beanstalk Sam plants a sunflower	Chicken Licken Little Red Hen Duck in the Truck The Ugly Duckling	Once there were giants Titch The Growing Story	Handa’s Surprise Oliver’s Vegetables Oliver’s Fruit Salad
UTW Development Matters 3 – 4 year olds UTW	<p>Life cycle of a frog – observing tadpoles / froglets after the holidays</p> <p>Names of minibeasts and where you might find them (Introduce builder’s tray)</p> <p>Plant seeds and care for growing plants. (Outdoor learning – plant sunflowers)</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>The life cycle of a caterpillar - observe living caterpillars</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Names of minibeasts and where you might find them (Outdoor learning - bug hunt)</p>	<p>What does a seed / plant need to grow?</p> <p>Understand the key features of the life cycle of a plant.</p>	<p>Farmyard animals What is a baby animal called? Where do animals live?</p> <p>Understand the key features of the life cycle of an animal. (Visit to the farm – name adult and baby animals) Animal homes on the farm</p> <p>Show interest in different occupations. (Farmers – Farmer Chris – Hesketh Farm)</p>	<p>How have you changed since you were born? What do still need to learn to do? Look at photos of when the children were babies – how have they changed?</p> <p>Begin to make sense of their own life-story and family’s history Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.</p>	<p>Healthy Eating – make fruit kebabs / salad</p> <p>To name the different fruits and vegetables from the stories ‘Oliver’s Vegetables & Oliver’s Fruit Salad</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Compare Handa’s home to Baildon)</p>

Literacy /Phonics	Phase 1 Aspect 6 Voice sounds Tuning into sounds Metal Mike Oral blending CVC words	Phase 1 Aspect 6 Voice sounds Listening and remembering sounds Chain games – passing different pitch sounds around the circle	Phase 1 Aspect 5 Alliteration Talking about sounds Silly Soup – Focus on the initial sound ‘t’	Phase 1 Aspect 6 Voice sounds Talking about sounds Sound story time – Add sounds to stories – Chicken Licken Animal sounds	Phase 1 Aspect 7 Oral blending Tuning into sounds Toy Talk – toy can only talk in ‘sound talk’ – children to blend	Phase 1 Aspect 7 Oral blending Tuning into sounds Which one? Identify the object / pictures by the adult segmenting the word and children blending
Maths	Number of the week 4 4 being the forth number, its position on a number line, ordinal numbers Numicon 4 Dice 4 Subitising 4 The numeral and formation of 4 Number 4 in the environment Representing 4 using marks, pictures and finger Matching numeral to quantity	Number of the week 4 Solve real world mathematical problems with numbers up to 4 Ordering events Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Life cycle of a butterfly	Plant height Make comparisons between objects relating to length & weight Triangles Talk about and explore 2D shapes using informal and mathematical language	Prepositions Understand position through words alone – for example, “duck is in the pond, the goat is on the bridge Subitising Develop fast recognition of up to 3 objects, without having to count them individually	People’s height Make comparisons between objects relating to length Cylinders Talk about and explore 3D shapes using informal and mathematical language Combine shapes to make new ones – circles to create cylinders	Fruit / vegetable weight Make comparisons between objects relating to weight Tally / Frequency charts Experiment with their own symbols and marks as well as numerals. Which fruit is the most popular?
Finger Gym	Flicking frogs into coloured bowls Skill - match the colours and aim the frogs (PD)	Thread beads onto feathers to make caterpillars Skill – Fine motor	Cheerio Beanstalks with spaghetti – who can make the tallest? Skill – Fine motor, maths - length	Washing Farm animals with tooth brushes Skill – Fine motor – C&L/UTW talking about different farm animas	Paper clips to make sunflowers - put on the quantity to match the numeral Skill – fine motor, maths – matching numeral to quantity	Sort the fruit salad – use the tweezers to find specific fruits and sort into the same types Skill – fine motor, UTW – sorting and classifying fruits

<p>PE</p> <p>Foundation</p> <p>:</p> <p>Gymnastics</p> <p>: High, Low, Over, Under</p>	<p>The focus of learning is to introduce, 'champion gymnastics' by moving in a high way and explore making high shapes.</p> <p>(Physical) Can pupils move in High ways?</p> <p>(Cognitive) Can pupils experiment moving in different ways?</p> <p>Curiosity</p> <p>(Social) Can pupils listen to others ideas?</p> <p>Empathy</p> <p>(Wellbeing) Can pupils be brave and think of their own ways of moving?</p> <p>Courage</p>	<p>The focus of learning is to apply, 'champion gymnastics' by moving in a low way and explore making low shapes.</p> <p>(Physical) Can pupils move in low ways?</p> <p>(Cognitive) Can pupils experiment moving in different ways?</p> <p>Curiosity</p> <p>(Social) Can pupils listen to others ideas?</p> <p>Empathy</p> <p>(Wellbeing) Can pupils be brave and think of their own ways of moving?</p> <p>Courage</p>	<p>The focus of learning is to apply, 'champion gymnastics' while exploring how to move safely using apparatus.</p> <p>(Physical) Can pupils jump and land safely?</p> <p>(Cognitive) Can pupils experiment moving in different ways?</p> <p>Curiosity</p> <p>(Social) Can pupils encourage others pupils?</p> <p>Empathy</p> <p>(Wellbeing) Can pupils travel with confidence over, under and through equipment?</p> <p>Self Belief</p>	<p>The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high and low ways on the apparatus.</p> <p>(Physical) Can pupils jump and land safely?</p> <p>(Cognitive) Can pupils experiment moving in different ways?</p> <p>Curiosity</p> <p>(Social) Can pupils encourage others pupils?</p> <p>Empathy</p> <p>(Wellbeing) Can pupils travel with confidence over, under and through equipment?</p> <p>Self Belief</p>	<p>The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high, low, over and under ways on the apparatus.</p> <p>(Physical) Can pupils jump and land safely?</p> <p>(Cognitive) Can pupils experiment moving in different ways?</p> <p>Curiosity</p> <p>(Social) Can pupils encourage others pupils?</p> <p>Empathy</p> <p>(Wellbeing) Can pupils travel with confidence over, under and through equipment?</p> <p>Self Belief</p>	<p>The focus of learning is to apply, 'champion gymnastics,' to explore movements and shapes in high, low, over and under ways on the apparatus.</p> <p>Pupils will self select where to work, exploring what movements and shapes to make and starting to identify features of other pupils work when questioned.</p> <p>(Physical) Can pupils jump and land safely?</p> <p>(Cognitive) Can pupils experiment moving in different ways?</p> <p>Curiosity</p> <p>(Social) Can pupils congratulate others when they show an example?</p> <p>Grateful</p> <p>(Wellbeing) Can pupils travel with confidence over, under and through equipment?</p> <p>Self Belief</p>
<p>Computing lesson & on classroom computers</p>	<p>Sherston – Here's Splodge – Problem solving Playdough people – body part names</p>	<p>Sherston – Here's Splodge – Problem solving Peter Panda – Cake shape and colour game</p>	<p>Sherston – Here's Splodge – Problem solving Windy Windmill – sand capacity</p>	<p>Sherston – Here's Splodge – Problem solving Billy Boat – Wind</p>	<p>Sherston – Here's Splodge Sharon Sheep – Jigsaws</p>	<p>Sherston – Here's Splodge – Problem solving Poppy Penguin – ordering events into chronological order.</p>

Computing Cross Curricular Interactive Whiteboard	Purple Mash Paint project Number 3 Purple Mash – Mini Mash – Garden – Paint Projects - Sunflowers	Purple Mash – Mini Mash – Garden– Paint projects – butterfly, snail Purple Mash – Mini Mash - Growing - Paint project – life cycle of a butterfly	Purple Mash – Mini Mash – Growing– Ordering flowers by length Purple Mash – Mini Mash – Garden – Flower count	Purple Mash –Serial Mash Ugly duckling story Purple Mash – Mini Mash - Baby Animals pin Purple Mash – Mini Mash -Farm pin	Purple Mash Paint project Number 4 Purple Mash – Mini Mash – Growing - Paint project – my body	Purple Mash – Mini Mash – Food pin – Paint projects – Fruit bowl
PSHE / Root of Learning Healthy Me / Keeping on Going Development Matters 3- 4 year olds PSED	Everybody's Body I know the names for some parts of my body and am starting to understand that I need to be active to be healthy	We Like to Move it Move it! I can tell you some of the things I need to do to be healthy – Cover through PE	Stranger Danger I know what to do if I get lost and how to say NO to strangers Book – Never Talk to strangers – Imra Joyce	Keeping Clean I can wash my hands and know that it is important to do this before I eat and after I go to the toilet Be increasingly independent in meeting their own care needs, e.g., washing and drying their hands thoroughly.	Sweet Dreams I know how to help myself go to sleep and that sleep is good for me	Food Glorious Food I know what the word healthy means and that some foods are healthier than others Make healthy choices about food, drink, activity and toothbrushing
Creative	Split pin frogs Skill of using a hole punch and split pins Collage frog -  Skill – Joining different materials Drawing shapes to cut out – circles for eyes	Symmetrical printing butterflies New skill - Painting on one side and printing – describe the patterns Kitchen roll and peg butterflies – use felt tips to bleed into the tissue paper – Skill - try to make symmetrical. 	Collage king  Skill – Joining different materials Drawing skill – Show different emotions in their drawings, such as happiness	Collage chicken –  Skill – Joining different materials	Split pin person  Skill – revisiting the skill of using a hole punch and split pins Skill – explore different textured materials to add as clothes for your person	Collage mouth and tooth brush  Skill – Joining different materials Cutting skill to create feathering

Black Tray	<p>Frogs and Lily Pads Sort and classify</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Observe Living Caterpillars Understand the key features of the life cycle of an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Observe Living Caterpillars Understand the key features of the life cycle of an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Observe Living Caterpillars Understand the key features of the life cycle of an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Observe Living Caterpillars Understand the key features of the life cycle of an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Farmyard animals Create a small world farm What is a baby animal called? Where do animals live?</p> <p>Understand the key features of the life cycle of an animal.</p> <p>Show interest in different occupations.</p>
Groups	<p>1. PSED – Naming body parts ppt & memory game 2. Phonics – Metal Mike 3. Maths – Number 4</p>	<p>1. PSED – Brushing teeth – Twinkl TV Brushing teeth song – Practical activity – cleaning using a tooth brush 2. Phonics – Chain games 3. Maths – Ordering the life cycle of a butterfly</p>	<p>1. PSED – Prepare children for the farm trip – read story Never talk to strangers 2. Phonics – Silly Soup – focus on ‘t’ 3. Maths - Triangles</p>	<p>1. UTW – Match animals to their babies – can they give them the correct name? 2. Sound story – Chicken Licken 3. Maths – Animal prepositions</p>	<p>1. PSED – Bedtime routine – order pictures into chronological order 2. Phonics – Toy Talk – oral blending 3. Maths – Cylinders</p>	<p>1. PSED – Sorting foods into healthy and not so healthy 2. Phonics – Which one – blending 3. Maths – Weight of fruit</p>
Additional information	<p>Twilight Staff meeting Shipley schools - Salts</p> <p>Outdoor – Wed – Planting sunflower seeds</p>	<p>Fri Alice wellbeing day</p> <p>Outdoor – Thurs – Bug hunt</p>	<p>Bank Holiday Monday</p> <p>Outdoor – Wed – Measuring plants</p> <p>Fri – Coronation Celebration Day</p>	<p>SATs Week Bank Holiday Monday Wed – Hesketh</p> <p>Outdoor – Thurs – Looking after the chickens</p>	<p>Wed – Class Photos Glenda Wellbeing – Wed</p> <p>Outdoor – Wed – Titch pin wheels</p>	<p>Wed – Nursery Spring Craft afternoon New to Reception Parents meeting</p> <p>Outdoor – Thurs – Making fruit salad</p>