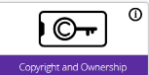


Nursery Summer 2 Medium Term Plan – June 2023 – Where shall we go today?



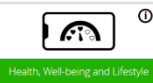



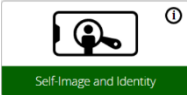
Week	Week 1 12.06.23	Week 2 19.06.23	Week 3 26.06.23	Week 4 03.07.23	Week 5 10.07.23	Week 6 17.07.23
Focus	Bear Hunt / New Provision	Dinosaurs	Pirates	Journeys / Transition	Space	Under the sea
Story of the week	Bear Hunt My Friend Bear This is the Bear It's the Bear	Harry and the Bucket Full of dinosaurs Dinosaurs Bones The trouble at Dinosaur Café Dinosaurs love underpants	Pirate's Love Underpants Pirates in the supermarket	Usbournes First Experiences – Going to School Topsy and Tim Start School ORT Starting School The Shopping Basket Someone Bigger The Smartest Giant in Town The Blue Balloon	On the Moon Alien's love Underpants Zoom, Rocket Zoom Q Pootle 5 Q Pootle 5 in Space Q Pootle 5 The Great Space Race	Tiddler Board Claud Jack and the Flumflum tree The snail and the whale
UTW Development Matters 3 – 4 year olds UTW	Use all their senses in hands on exploration of natural materials In the woods - find Natural materials to represent the Bear Hunt story. I spy scavenger hunt in the woods	Make collections of natural materials to investigate and talk about – contrasting pieces of bark Tree rubbings / stone rubbings in the woods Fossil experiment – best malleable materials to create imprints. Healthy eating – sort foods that are healthy not healthy	Pirate treasure hunt in woods Explore how different materials sink and float Oil and water density experiment Which objects will float / sink?	Think about the story – someone bigger – how can we make our kite fly? What can we change / improve the environment? Explore how you can shine light through some materials, but not others. Investigate shadows	Learn about what it feels to go into space – act out being an astronaut Explore how things work Provide mechanical equipment for the children to play with and investigate Make a moving machine using cogs	Explore how different materials sink and float Salt water density experiment – Observe what happens when an object is placed in salt water compared to ordinary water. Make collections of natural materials to investigate and talk about – different pebbles and shells from the beach
	On going Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Invite the children to bring in photos about a holiday abroad they have recently been on or information about a family member that lives in another country. – create a map of where everyone has visited					



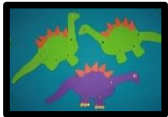





<p>Literacy /Phonics</p>  <p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>	<p>Little Wandle Foundations for Phonics</p> <p>Focus sounds – s, a, t</p> <p>Phonemic awareness focus</p> <p>Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds. For each new sound play:</p> <ul style="list-style-type: none"> • What’s in the box? <p>Oral blending focus</p> <p>Teach children to blend CVC words using oral blending and objects. For each new sound play:</p> <ul style="list-style-type: none"> • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. 	<p>Little Wandle Foundations for Phonics</p> <p>Focus sounds – p,i,n</p> <p>Phonemic awareness focus</p> <p>Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds. For each new sound play:</p> <ul style="list-style-type: none"> • What’s in the box? <p>Oral blending focus</p> <p>Teach children to blend CVC words using oral blending and objects. For each new sound play:</p> <ul style="list-style-type: none"> • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. 	<p>Little Wandle Foundations for Phonics</p> <p>Focus sounds – m, d, g</p> <p>Phonemic awareness focus</p> <p>Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds. For each new sound play:</p> <ul style="list-style-type: none"> • What’s in the box? <p>Oral blending focus</p> <p>Teach children to blend CVC words using oral blending and objects. For each new sound play:</p> <ul style="list-style-type: none"> • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. 	<p>Little Wandle Foundations for Phonics</p> <p>Focus sounds – o, c, k, e</p> <p>Phonemic awareness focus</p> <p>Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.</p> <p>Oral blending focus</p> <p>Teach children to blend CVC words using oral blending and objects. For each new sound play:</p> <ul style="list-style-type: none"> • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Can you touch your ...? • What’s that noise? • Can you do the actions? 	<p>Little Wandle Foundations for Phonics</p> <p>Focus sounds – u, r, h</p> <p>Phonemic awareness focus</p> <p>Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.</p> <p>Oral blending focus</p> <p>Teach children to blend CVC words using oral blending and objects. For each new sound play:</p> <ul style="list-style-type: none"> • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Can you touch your ...? • What’s that noise? • Can you do the actions? 	<p>Little Wandle Foundations for Phonics</p> <p>Focus sounds – b, f, l, j</p> <p>Phonemic awareness focus</p> <p>Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.</p> <p>Oral blending focus</p> <p>Teach children to blend CVC words using oral blending and objects. For each new sound play:</p> <ul style="list-style-type: none"> • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Can you touch your ...? • What’s that noise? • Can you do the actions?
<p>Maths</p>	<ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ (Creating 	<ul style="list-style-type: none"> • Extend and create ABAB patterns – • Notice and correct an error in a repeating pattern. (Colour / Shapes / 	<ul style="list-style-type: none"> *Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. 	<ul style="list-style-type: none"> • Combine shapes to make new ones – triangles to make squares (Kites) • Develop fast recognition of up to 	<ul style="list-style-type: none"> * Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use 	<ul style="list-style-type: none"> • Extend and create ABAB • Notice and correct an error in a repeating pattern. (Colour / Shapes /

	<p>maps/journeys – Bear Hunt)</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 	<p>object patterns - dinosaurs)</p> <ul style="list-style-type: none"> *Solve real world mathematical problems with numbers up to 5. 	<p>(Creating maps/journeys - Pirates)</p> <ul style="list-style-type: none"> *Solve real world mathematical problems with numbers up to 5. 	<p>3 objects, without having to count them individually ('subitising').</p>	<p>informal language like 'pointy', 'spotty', 'blobs' etc. (Aliens love Underpants)</p> <ul style="list-style-type: none"> *Solve real world mathematical problems with numbers up to 5. 	<p>object patterns - dinosaurs)</p> <ul style="list-style-type: none"> *Solve real world mathematical problems with numbers up to 5.
Finger Gym	<p>Dress the bear</p> <p>To be able to dress a teddy bear in different outfits, including button and zip fastenings.</p>	<p>Number peg dinosaurs</p> <p>Identify the numeral on the dinosaurs' body and peg than number of pegs onto its back to look like its' spines. Selecting from a larger amount.</p>	<p>Feather writing</p> <p>To use a feature to make marks in the sand to represent a treasure map. Use the trip grip to hold the mark making tool.</p>	<p>Threading rods</p>  <p>Select different beads to fill the rods. Could be a specific amount or create an ABAB colour pattern.</p>	<p>Playdough alien</p> <p>To roll and mould playdough into a sphere / cylindrical shape. Decorate with a selection of resources to resemble an alien from the story.</p>	<p>Loose part under the sea picture / shell picture</p> <p>Use the tiny sea shells to create different scenes / creatures that live under the sea.</p>
<p>PE</p> <p>Foundation :</p> <p>Ball Skills :</p> <p>Feet : Feet 1</p>	<p>The focus of learning is to explore different ways of using our feet to move with a ball.</p> <p>Pupils will explore what happens when they kick a ball using different parts of their feet.</p> <p>Pupils will begin to understand how we control a ball.</p>	<p>The focus of learning is to develop using our feet to move with a ball.</p> <p>Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p> <p>(P) Can pupils kick (dribble) a ball with increasing control?</p> <p>(P) Can pupils</p>	<p>The focus of learning is to develop dribbling using our feet to move with a ball.</p> <p>Pupils will develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.</p> <p>(P) Can pupils kick (dribble) a ball with increasing control?</p>	<p>The focus of learning is to teach pupils to understand where to dribble and why.</p> <p>Pupils will continue to develop their technique of dribbling the ball.</p> <p>(P) Can pupils kick (dribble) a ball with increasing control?</p> <p>(P) Can pupils dribble with their</p>	<p>The focus of learning is to continue to explore moving with a ball.</p> <p>Pupils will continue to develop dribbling skills and their understanding of dribbling a ball.</p> <p>(P) Can pupils kick (pass) a ball with increasing control?</p> <p>(P) Can pupils kick (pass) with their dominant foot?</p>	<p>The focus of learning is to develop pupils' kicking and dribbling skills during competitions.</p> <p>Pupils will learn how to collaborate and work together with their partner and in small groups.</p> <p>(P) Can pupils kick (pass) with their dominant foot?</p>

	<p>(P) Can pupils kick (dribble) a ball with increasing control?</p> <p>(P) Can pupils dribble with their dominant foot?</p> <p>(P) Can pupils move into spaces avoiding other pupils?</p> <p>(C) Can pupils explore kicking the ball in different ways? <u>Curiosity</u></p> <p>(S) Can pupils play by the rules? <u>Fairness</u></p> <p>(W) Can pupils think of their own ways of moving with the ball using their feet? <u>Courage</u></p>	<p>dribble with their dominant foot?</p> <p>(P) Can pupils move into spaces avoiding other pupils and the witches (defenders)?</p> <p>(P) Can pupils adjust their speed and change direction to avoid the witches (defenders)?</p> <p>(C) Can pupils listen to all of the instructions? <u>Concentration</u></p> <p>(S) Can pupils play by the rules? <u>Fairness</u></p> <p>(W) Can pupils keep the score? <u>Honesty</u></p>	<p>(P) Can pupils dribble with their dominant foot?</p> <p>(P) Can pupils move into spaces avoiding other pupils and the police officers?</p> <p>(P) Can pupils adjust their speed and change direction to avoid the police officers?</p> <p>(C) Can pupils listen to all the instructions? <u>Concentration</u></p> <p>(S) Can pupils play by the rules? <u>Fairness</u></p> <p>(W) Do pupils stop if their ball touches a marker? <u>Honesty</u></p>	<p>dominant foot?</p> <p>(P) Can pupils move into spaces avoiding the defenders?</p> <p>(P) Can pupils adjust their speed and change direction to avoid the defenders?</p> <p>(C) Can pupils listen to all the instructions? <u>Concentration</u></p> <p>(S) Can pupils play by the rules? <u>Fairness</u></p> <p>(W) Do pupils try their best to make sure their ball does not touch a marker? <u>Self Belief</u></p>	<p>(S) Can pupils play by the rules? <u>Fairness</u></p> <p>(S) Do pupils encourage their partner? <u>Empathy</u></p> <p>(W) Can pupils keep the score? <u>Honesty</u></p>	<p>(P) Can pupils kick a ball with increasing control?</p> <p>(P) Can pupils move into spaces avoiding the defenders?</p> <p>(P) Can pupils adjust their speed and change direction to avoid the defenders?</p> <p>(C) Do pupils focus on the target before they dribble the ball? <u>Concentration</u></p> <p>(S) Do pupils encourage their team mates? <u>Empathy</u></p> <p>(W) Can pupils keep the score? <u>Honesty</u></p>
Music Charanga	1. Listen and Respond - Lovely	1. Listen and Respond - Beyond	1. Listen and Respond - Ain't No Mountain High	1. Listen and Respond - Frogs' Legs And Dragons'	1. Listen and Respond - Mars	1. Listen and Respond - Singing In

<p>Unit 4 Our World</p>	<p>Day performed by Bill Withers 2. Explore and Create a) Children for different ways to find the pulse b. Rhythm games c. High and low games (pitch) – d. Create your own sounds using instruments (glocks and percussion) 3. Learn to Sing and play with the Song/s: a. Listen to, then learn to sing and play Old Macdonald b. Listen to sing along with and play with the action song The Wheels On The Bus 4. Share and Perform</p>	<p>The Sea sung by Robbie Williams 2. Explore and Create a) Children for different ways to find the pulse b. Rhythm games c. High and low games (pitch) – d. Create your own sounds using instruments (glocks and percussion) 3. Sing and play with the Song/s: a. Listen to, then learn to sing and play Old Macdonald, Incy Wincy Spider b. Listen to sing along with and play with the action song The Wheels On The Bus 4. Share and Perform</p>	<p>Enough sung by Marvin Gaye and Tammi Terrell: 2. Explore and Create a) Children for different ways to find the pulse b. Rhythm games c. High and low games (pitch) – d. Create your own sounds using instruments (glocks and percussion) 3. Sing and play with the Song/s: a. Listen to, then learn to sing and play Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep b. Listen to sing along with and play with the action song The Wheels On The Bus 4. Share and Perform</p>	<p>Teeth by Bellowhead: 2. Explore and Create a) Children for different ways to find the pulse b. Rhythm games c. High and low games (pitch) – d. Create your own sounds using instruments (glocks and percussion) 3. Sing and play with the Song/s: a. Listen to, then learn to sing and play Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat b. Listen to sing along with and play with the action song The Wheels On The Bus, The Hokey Cokey 4. Share and Perform</p>	<p>from The Planets by Gustav Holst: 2. Explore and Create a) Children for different ways to find the pulse b. Rhythm games c. High and low games (pitch) – d. Create your own sounds using instruments (glocks and percussion) 3. Sing and play with the Song/s: a. Listen to, then learn to sing and play Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat b. Listen to sing along with and play with the action song The Wheels On The Bus, The Hokey Cokey 4. Share and Perform</p>	<p>The Rain performed by Gene Kelly: 2. Explore and Create a) Children for different ways to find the pulse b. Rhythm games c. High and low games (pitch) – d. Create your own sounds using instruments (glocks and percussion) 3. Sing and play with the Song/s: a. Listen to, then learn to sing and play Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat b. Listen to sing along with and play with the action song The Wheels On The Bus, The Hokey Cokey 4. Share and Perform</p>
<p>Computing Cross Curricular On classroom computers & interactive whiteboard</p>	<p>Sherston Games Understanding the world Paddington History Dress Paddington Problem solving old and new clothes</p>	<p>Sherston Games Understanding the world Paddington History Paddington's Scarp Book Use the seaside picture – select pictures</p>	<p>Sherston Games Understanding the world Paddington History Holiday Suitcases Learn about a particular person, then select items for their suitcase</p>	<p>Sherston Games Understanding the world Paddington History Paddington's Diary Order events from the day into chronological order</p>	<p>Sherston Games Understanding the world Paddington History Postcards for Aunt Lucy Postcard of space – Order events and finish pictures</p>	<p>Sherston Games Understanding the world Paddington History Passport Learn about a person to be able to answer true or false questions about them</p>

		associated with the theme	based on what you know about them  I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)			 I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)
Computing lesson & on classroom computers / interactive whiteboard	Paint Project – Bear Hunt (Bear Cave) Paint Project – Bear Hunt (Story Map) 2Paint – Design your own teddy Mini Mash Teddy	2 Paint – Complete the Stegosaurus 2 Paint – Complete the T-Rex 2 Paint – Design a dinosaur Mini Mash Dinosaurs	2 Paint – Pirate Mini Mash Pirates	2 Paint – Beach Huts 2 Paint – Summer Clothes 2 Paint – Ice Cream Mini Mash Seaside	2 Paint – Rocket 2 Paint – Spaceship 2 Drag - Space Scene Mini Mash Space	2 paint – Diver 2 Paint – Octopus 2 Paint – Sea Creature Mini Mash Under the sea
Children can access their Purple Mash account from home Information for a connected world <div>  I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules. </div> <div>  I can recognise some ways in which the internet can be used to communicate. </div> <div>  I can identify devices I could use to access information on the internet. </div> <div>  I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) </div>						
PSHE / Root of Learning Changing Me / <u>Information for a connected world</u>	My Body I can name parts of my body and show respect for myself  I can recognise, online or offline, that anyone can say 'no' /	Respecting My Body I can tell you some things I can do and some food I can eat to be healthy	Growing Up I understand that we all start as babies and grow into children and then adults	Fun and Fears I can talk about how I feel moving to School from Nursery	Growth and Change I know that I grow and change	Celebration I can remember some fun things about Nursery this year

	'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.					
<p>Creative</p> <p>Development Matters 3 – 4 year olds EA&D</p>	<p>To create a Bear Hunt story map using different textured materials.</p> <p>Explore textures</p>  <p>To create binoculars to use on the Bear Hunt in the woods</p>  <p>Join different materials using different techniques, tape, hole punch & string</p>	<p>To create a dinosaur using different collage materials.</p>  <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>To create a 3D pirate hat, measuring it so it fits around your head</p>  <p>Split pin pirates</p> <p>Join different materials using different techniques, i.e. split pins and hole punches</p>	<p>To use materials available to create kites.</p>  <p>Join different materials using different techniques, i.e. glue, tape</p>	<p>To create a rocket picture using 2D shapes.</p>  <p>Select shapes appropriately</p> <p>To use chalks, to create a space scene.</p>  <p>Use drawing to represent ideas like movement</p>	<p>To create an under the sea scene using different collage materials.</p>  <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>
Black Tray	<p>Bear Hunt small world</p> <p>Use the small world resources to retell the story, using repetitive refrains and storytelling language.</p>	<p>Fóssil hunting in the soil</p> <p>Use the tools available to find the bones / skeletons hidden in the soil. Compare size, can they identify species?</p>	<p>Hunting for pirate treasure in the sand</p> <p>Use the tools (sieves) available to separate the mixtures of sand and jewels.</p>	<p>Hunting for pirate treasure in the sand</p> <p>Use the tools (sieves) available to separate the mixtures of sand and jewels.</p>	<p>Space small world</p> <p>Use the small world resources available to create space scenes and stories with a partner.</p>	<p>Space small world</p> <p>Use the small world resources available to create space scenes and stories with a partner.</p>

Groups	<p>Phonics every morning</p> <ol style="list-style-type: none"> 1. Story – Bear Hunt retell using rhyme and actions – focus on chronology 2. Maths - Subitising with bears 3. PSHE – Label Body parts 	<p>Phonics every morning</p> <ol style="list-style-type: none"> 1. Maths – ictgames.com – Dino Sorts 2. PSHE – Creating a healthy lunch box 3. Maths – Dinosaur patterns – complete ABAB patterns, spot problems 	<p>Phonics every morning</p> <ol style="list-style-type: none"> 1. UTW – Oil density – floating and sinking experiment 2. Maths – beebots – describing routes 3. Maths – Pirate 5 frames and treasure 	<p>Phonics every morning</p> <ol style="list-style-type: none"> 1. Story – transition starting school 2. PSHE – Song ‘A new Day’ JIGSAW Comic strip – Jack & the challenge of change 3. Combine shapes to make new ones – triangles to make squares (Kites) – use magnetic shapes 	<p>Phonics every morning</p> <ol style="list-style-type: none"> 1. Story - use one of the story of the week’s, focus on predicting what might happen next. 2. Maths – Create space rocket pictures using 2D shapes 3. Mark Making – design a pair of underpants – focus on patterns 	<p>Phonics every morning</p> <ol style="list-style-type: none"> 1. Maths - Match numeral to quantity. Topmarks.co.uk Underwater counting. 2. Story - use one of the story of the week’s, focus on predicting what might happen next. 3. Maths – Comparing groups of sea creatures. Language of fewer / more
Additional information	<p>Tue - AW meeting 10:00 Wed – New to Nursery meeting 6:00 Thurs – N&R Bun Sale</p> <p>Outdoor – Wed am Retelling of the Bear Hunt story</p>	<p>Thurs – EYFS Network meeting Swain House Fri – Curriculum release Sat – Summer Fayre</p> <p>Outdoor – Thurs am Creating fossils</p>	<p>Governors Q&A week Mon – CS Well being Thurs – SLT PSHE Fri – GH Well being Fri – Transition am 9:30 – 11:30</p> <p>Outdoor – Wed am Pirate treasure hunt</p>	<p>Tue – KS1 & KS2 Sports Day Wed – Transition am 9:30 – 11:30 Fri – Reports to SLT</p> <p>Outdoor – Thurs am Kites</p>	<p>Tue – Nursery Sports Day 1 Wed – Recep assembly Wed – Picnic Day / Meet the teacher Thurs – Nursery Sports Day 2 Outdoor – Wed am Use natural materials to create rockets</p>	<p>Mon 17th – Reports out Tue 18th – Reserve KS1 & KS2 Sports Day Tues 18th & Thurs 20th – Under the Sea Day Wed 19th Transition</p> <p>Outdoor – Thurs am Water experiment – salt water – floating or sinking</p>