 Saints Peter & Paul’s **Nursery** **Summer 2 Medium Term Planning 2022**

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| **Communication and Language** | **PSE** | **Physical** | **Literacy** | **Maths** | **UTW** | **EAD** |
| |  | | --- | |  |   Enjoy listening to longer stories and can remember much of what happens. | 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. | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  • Go up steps and stairs, or climb up apparatus, using alternate feet.  • Skip, hop, stand on one leg and hold a pose for a game like musical statues.  • Use large-muscle movements to wave flags and streamers, paint and make marks. | Understand the five key concepts about print:- print has meaning- print can have different purposes- we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing | Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | • Talk about what they see, using a wide vocabulary. | .  • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. |
| Use a wider range of vocabulary.  • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” | Increasingly follow rules, understanding why they are important. | Start taking part in some group activities which they make up for themselves, or in teams.  . |  | Experiment with their own symbols and marks as well as numerals.  • Solve real world mathematical problems with numbers up to 5. | |  | | --- | |  |   Begin to make sense of their own life-story and family’s history | • Develop their own ideas and then decide which materials to use to express them. |
| • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | Develop appropriate ways of being assertive.  • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried |  | Engage in extended conversations about stories, learning new vocabulary | Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | Show interest in different occupations. |  |
|  |  | • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | 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 | Understand position through words alone – for example, “The bag is under the table,” – with no pointing. |  | • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. |
| Use longer sentences of four to six words. |  | • Use a comfortable grip with good control when holding pens and pencils.  • Start to eat independently and learning how to use a knife and fork. | |  | | --- | |  |   Write some letters accurately. |  |  |  |
| 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. |  | • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  • Make healthy choices about food, drink, activity and toothbrushing. |  | Make comparisons between objects relating to size, length, weight and capacity. | Explore and talk about different forces they can feel. | .  • Respond to what they have heard, expressing their thoughts and feelings. |
|  |  |  |  | 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 the differences between materials and changes they notice | • Create their own songs, or improvise a song around one they know. |
|  |  |  |  | |  | | --- | | • Begin to describe a  sequence of events, real  or fictional, using words  such as ‘first’, ‘the | |  |  |
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Nursery Focus: Holidays

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| **Area of Provision** | **Enhancements** – Additional Resources, Visits, Visitors, Displays. | Resource Implications |
| **Displays** | Characteristics of Effective Learning  Writing – Mark making  Holidays; topic |  |
| **Reading** | Info Books on holidays, holiday story books  The train Ride  The Smartest Giant in Town  Handa’s Surprise | Puppets, props, colouring sheets, task cards.  Story stones, |
| **Maths** | Natural materials (encourage pattern making)  New maths books  Writing resources  Link to holidays |  |
| **Fine Motor** | Add shells to fine motor with large numerals  Ice –lollies with numerals  Threading/challenge cards  Fairies  Superheroes Jigsaws, threading, tweezer activities | Tweezers, ice lolly laminated numerals, shells, Buttons  Jigsaws  Threading |
| **Workshop** | Resources to make ice-lollies, ice-cream, drinks for ice-cream parlour  Sun glasses  Sand, to make beach pictures  Shells to paint  Boxes/containers/bottles plastic tubs to make different forms of transport/ holiday home aeroplane/caravan/boat/tent/hotel  Ideas book | As stated |
| **Writing** | Postcards, friendship cards, Father’s Day cards,holiday colouring pictures, holiday brochures, envelopes,  Letter writing  Writing/ drawing materials Linked to personal interest(superhero’s, princesses) diff size pens  Small books to write  Pictures to sequence from stories  Letter Tracing  RWI letters to trace/copy  CVC words to trace/copy  Pencil control activities | writing materials, pens, pencils, scissors, glue (diff sizes H,M,L) |
| **Role Play** | Beach Café  Camp site | Table, chairs, menu, till, food, writing materials  Tent, camp fire, sleeping bags, tin cans |
| **Small World** | Superhero |  |
| **Construction** | Task cards  Pictures of landmarks/castles  Range of blocks  Cars, people,  Tool box  Planning/writing materials | As stated |
| **Painting** | Block paints, pastels, Powder Paint, Spray bottles, pump bottles, different paintbrushes, sponges | As stated |
| **Malleable/Dough** | Ice –cream parlour (diff coloured dough, sprinkles, ice lolly sticks)  Diff bowls/sundae glasses, wooden ice-lollies, scoops, writing materials; menu’s, order notepads, ice-cream writing templates, till  Measuring scales, task cards, cook book, writing materials .  Foam, cornflower, coloured sand etc. Paint brushes-variety of thickness, scrapers  Natural materials | As stated |
| **Water** | Sea creatures, new fish, fishing rods  Sinking/ floating  Diff sized sieves  Empty bottles of diff sizes  Food colouring/ bubbles/  Pipettes  Letters/numbers | As stated |
| **Sand** | Numbers on shells/ sieves  Tweezers  Windmills |  |
| **Topic** | Under the sea  Sea creatures/ story books and info books | Info books ,  Sea creatures |
| **Outdoor** | Musical instruments/ pans/utensils  Mini beast Hotel/ Bug area  Fairies  Open ended resources in construction/den making area.  Planting area  Reading Area  Potion/perfume – water investigation  Natural outside sand kitchen | natural materials  Spades, soil, plant pots, seeds, bird seed  Templates for masks, wands, glue, scissors, etc, chunky chalk, felt tips, pencils etc  sieves, diff size utensils, spades, natural materials, bottles, funnels, |

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| **Area of Learning** | Focused Activities | Resource Implications |
| PSED | PSED: Scarf  Circle time  Mr Potato Head rules  Mindful time  Emotions | Sensory room  Mr Potato Head  Emotion pictures/books |
| CAL | Snack area (area for communicating; speaking baskets, eye spy laminated sheets linked to season, chn’s interests, I spy colour, shape basket) Adult to play in role-play with children, model language, provide narrativeEncourage interaction & taking on roles Speaking activities; related to holidays, personal interests  S&L games; “I’m going on holiday in my suitcase I am going to take ….”  Kim’s game- use holiday items(sun lotion, costume/trunks, sunglasses etc)  Opportunities to ask questions, prompt chn to ask questions  Share weekend/holiday news in small groups  Use talking partners  Follow simple instructions  Tell me about  Mystery box  I wonder what…  Phonic/rhyme games. Match objects to sound/letter. Letters & sound bk –phase1.  Segmenting & blending. RWI  Recognising and sorting objects by initial sound, rhyme books and initial sounds in words  Rhyme games, Sound bingo, (Intervention  Use Semantic sheets to ask q’s about a variety of objects; starfish, spider, scissors etc  Wellcomm- intervention  Intervention: Attention Bucket | Pictures, objects for initial sounds/rhyming  The Very Hungry Caterpillar book, puppets, DVD |
| Literacy | Book of the week:  Puppets/props to re-tell stories.  Phonic/rhyme games. Match objects to sound/letter. Letters & sound bk –phase1/2  Continue RWI-for all chn moving to R  Letter/Sound focus. Trace letter in air. Look at things that begin with letter.  Initial letters- sound circles- match objects that begin with initial sound (m,a,s,d,t,I,n,p,)  Segmenting & blending- CVC words (Reading & Writing)  rhyme books and initial sounds in words  Re-tell/re-enact story.  Big draw- related to topic, interests and weekly learning  Handling a book correctly. Adult role-model. Front cover & author  Structure of a story  Practise writing name/first letter.  Understand the five key concepts about print:  - print has meaning  - print can have different purposes  - we read English text from left to right and from top to bottom  - the names of the different parts of a book  - page sequencing  Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother  Develop pencil grasp (see PD) | Rhyming objects, pictures  RWI resources  Real objects for initial sounds |
| Physical Development | P.E-Warm up, floor work & cool down.  Travelling in diff ways & speed.  Balancing.  Stop & follow instructions.  Moving over, under, through etc.  Parachute games & ring games.  Outside-building obstacle courses, dens, ships etc. Linked to chn Interests & stories  Develop fine/gross motor skills  Write letters from their name, CVC words  Making Dens, boats, caravans, aeroplanesOutdoors, bucket of water & large paintbrushes. Make marks/name etc  spray bottles/ sugar shakers  Beginning to use tools with increasing control; scissors, |  |
| Mathematics | Shape/colour matching game/ diff levels  Measure- using varying units of measure, hands, feet, ruler length etc  Weight heavy/light using scales  Can you put ….. people in the plane, (word problems)  No recognition- using a telephone  How many ice cream scoops can you fit into a sundae dish?  Can you make a sundae with 2 scoops of strawberry & 3 scoops of vanilla?  Match the ice –cream to numeral  Write price tags  Can you find the shell with number 1,2,3,4,5,etc on?  Sequence the shells starting with 1.  Who can make a tall hotel? How many blocks did you use?  Can you make a sandcastle with 1-10 flags?  Use the fishing net to catch 1-10 fish? Match the numeral  Who has caught the most/least/ biggest/smallest fish?  Order the sea creatures starting with smallest to biggest  Games. For example, bingo, pairs, number etc  Questioning & lang to differentiate | 2.D & 3.D shapes, Feely bag.  People, plane, telephone, ice cream,  Numeral shells |
| Understanding the world | Floating & Sinking (continue)  Look at maps/ globe  Forms of transport/travel- different experiences  Focus on Spain; compare to UK  Pack a suitcase-what would you need to take to Spain?  Interactive whiteboard-free choice & demonstrations/games  Display work.  Continue with bug hotel/minibeast hunt | Range of objects to investigate floating/sinking  Globe/map  Small world (transport)  Suitcase |
| EAD | Musical Activities; body percussion, movement to music, instruments to poetry, songs, stories.  Guess the sound/instrument  Change sounds of instruments  Copy/develop rhythms  Large scale build-using recyclable materials (provide a stimulus, can you make an aeroplane?)  Use sand to create a beach scene (diff textures)  Underwater collage  Ice-cream/ice-lolly crafts  Paint shells-mix diff paints  Crafts related to travel; boat, plane, car  Weaving ribbon  Make garden decorations | Different coloured card, tissue paper, pipe cleaners, decorative materials, shells, ribbon, lolly sticks  Range of percussion instruments  . |