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

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| **Communication and Language**  | **PSE** | **Physical** | **Literacy** | **Maths** | **UTW** | **EAD** |
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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. |

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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. |

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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. |
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| • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘the |

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 | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |  |
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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 LearningWriting – Mark making Holidays; topic |  |
|  **Reading** | Info Books on holidays, holiday story booksThe train Ride The Smartest Giant in TownHanda’s Surprise  | Puppets, props, colouring sheets, task cards.Story stones,  |
| **Maths** | Natural materials (encourage pattern making)New maths booksWriting 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, ButtonsJigsawsThreading |
| **Workshop** | Resources to make ice-lollies, ice-cream, drinks for ice-cream parlourSun glasses Sand, to make beach picturesShells to paintBoxes/containers/bottles plastic tubs to make different forms of transport/ holiday home aeroplane/caravan/boat/tent/hotelIdeas 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 storiesLetter Tracing RWI letters to trace/copyCVC words to trace/copyPencil 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 materialsTent, camp fire, sleeping bags, tin cans  |
| **Small World**  | Superhero  |  |
| **Construction**  | Task cardsPictures of landmarks/castlesRange of blocksCars, people, Tool boxPlanning/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, tillMeasuring 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 rodsSinking/ floating Diff sized sievesEmpty bottles of diff sizes Food colouring/ bubbles/ PipettesLetters/numbers | As stated  |
| **Sand** | Numbers on shells/ sieves TweezersWindmills |  |
| **Topic** | Under the seaSea creatures/ story books and info books | Info books ,Sea creatures  |
| **Outdoor** | Musical instruments/ pans/utensils Mini beast Hotel/ Bug areaFairies Open ended resources in construction/den making area.Planting areaReading AreaPotion/perfume – water investigationNatural outside sand kitchen  | natural materialsSpades, soil, plant pots, seeds, bird seedTemplates 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: ScarfCircle time Mr Potato Head rulesMindful timeEmotions  | Sensory roomMr Potato HeadEmotion 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 rolesSpeaking activities; related to holidays, personal interestsS&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 questionsShare weekend/holiday news in small groupsUse talking partnersFollow simple instructionsTell me aboutMystery boxI wonder what…Phonic/rhyme games. Match objects to sound/letter. Letters & sound bk –phase1.Segmenting & blending. RWIRecognising and sorting objects by initial sound, rhyme books and initial sounds in wordsRhyme games, Sound bingo, (InterventionUse Semantic sheets to ask q’s about a variety of objects; starfish, spider, scissors etcWellcomm- intervention Intervention: Attention Bucket  | Pictures, objects for initial sounds/rhymingThe 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 –phase1/2Continue RWI-for all chn moving to RLetter/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 wordsRe-tell/re-enact story.Big draw- related to topic, interests and weekly learningHandling a book correctly. Adult role-model. Front cover & author Structure of a storyPractise 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 sequencingDevelop 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 motherDevelop pencil grasp (see PD) | Rhyming objects, picturesRWI resourcesReal 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 & storiesDevelop fine/gross motor skillsWrite letters from their name, CVC wordsMaking Dens, boats, caravans, aeroplanesOutdoors, bucket of water & large paintbrushes. Make marks/name etc spray bottles/ sugar shakersBeginning to use tools with increasing control; scissors,  |  |
| Mathematics | Shape/colour matching game/ diff levelsMeasure- using varying units of measure, hands, feet, ruler length etcWeight heavy/light using scalesCan you put ….. people in the plane, (word problems)No recognition- using a telephoneHow 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 numeralWrite price tagsCan 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 numeralWho has caught the most/least/ biggest/smallest fish?Order the sea creatures starting with smallest to biggestGames. For example, bingo, pairs, number etcQuestioning & 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/ globeForms of transport/travel- different experiencesFocus 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/mapSmall world (transport)Suitcase |
| EAD | Musical Activities; body percussion, movement to music, instruments to poetry, songs, stories.Guess the sound/instrumentChange sounds of instruments Copy/develop rhythmsLarge scale build-using recyclable materials (provide a stimulus, can you make an aeroplane?)Use sand to create a beach scene (diff textures)Underwater collageIce-cream/ice-lolly craftsPaint shells-mix diff paintsCrafts related to travel; boat, plane, carWeaving ribbonMake garden decorations  | Different coloured card, tissue paper, pipe cleaners, decorative materials, shells, ribbon, lolly sticksRange of percussion instruments. |