 Saints Peter & Paul’s **Nursery** **Summer 1 Medium Term Planning 2023**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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. | Increasingly follow rules, understanding why they are important. | • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. | Engage in extended conversations about stories, learning new vocabulary | Experiment with their own symbols and marks as well as numerals. | |  | | --- | |  |   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, | • Talk about their feelings using words like ‘happy’, ‘sad’, | 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 | 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. | • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. |
|  |  | •. | Write some letters accurately. | Understand position through words alone – for example, “The bag is under the table,” – with no pointing. | Talk about the differences between materials and changes they notice |  |
| 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. | |  | | --- | |  | | Make comparisons between objects relating to size, length, weight and capacity |  |  |
| .  • 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. |  | Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  . |  |  |
|  |  |  |  |  |  |  |

Nursery Focus: Under the Sea

|  |  |  |
| --- | --- | --- |
| **Area of Provision** | **Enhancements** – Additional Resources, Visits, Visitors, Displays. | Resource Implications |
| **Displays** | Characteristics of Effective Learning  Writing – Mark making  The Very Hungry Caterpillar– large board  Under the Sea –topic |  |
| **Reading** | Info Books on sea creatures  The Billy Goats Gruff  Superworm  Dear Zoo -All FS to cover | Puppets, props, colouring sheets, task cards.  Story stones, |
| **Maths** | Natural materials (encourage pattern making)  New maths books  Writing resources  Link to mini-beasts (Lady bird spots: making 5)  Mini beast hotel matching quantity to numeral | Mini-beast counters  Mini-beats numerals  Natural materials |
| **Fine Motor** | Fine Motor Area  Put the correct quantity of pegs on mini-beasts to represent legs  Count mini-beasts and put on 10frame to represent amount  Use buttons to make letters m,a,s,d,t  Use tweezers  Jigsaws, threading, tweezer activities | Tweezers, mini-beasts, pegs, laminated mini-beast 10 frame,  Buttons  Jigsaws  Threading |
| **Workshop** | Textured paper & animal print/mini-beast print paper, twigs, sea creature templates, collage Ideas book | As stated |
| **Writing** | Writing/ drawing materials Linked to personal interest (Peppa pig, princesses, superheroes,  Linked to topics- mini-beasts, under the sea  Letter Tracing  RWI letters to trace/copy  Laminated names  Writing for different purposes; Birthday cards, Thank- you cards, invitations, letters, coronation for the king  Wanted posters  Pencil control activities | writing materials, pens, pencils, scissors, glue (diff sizes H,M,L) |
| **Role Play** | Pirates  Add costumes, props –take outside to extend | . Pirate costumes, maps, flags |
| **Small World** | Add mini-beasts  Artificial grass, tress, fabric, logs,  Add information books  Writing materials linked to min-beasts | As stated |
| **Construction** | Task cards  Pictures of landmarks/castles  Range of blocks  Cars, people,  Tool box  Planning/writing materials | As stated |
| **Painting** | Sea creature/ mini-beast spongesPowder Paint, Spray bottles, pump bottles, different paintbrushes | As stated |
| **Malleable/Dough** | Sea creature templates  Mini beast templates  RWI letters  Numerals  Differing tools  Ideas book. | As stated |
| **Water** | Pirate ship, pirates  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** | Sea creature sand moulds/ numerals  Numerals on sand  Treasure (link to pirates) |  |
| **Topic** | Under the sea  Sea creatures/ story books and info books | Info books ,  Sea creatures |
| **Outdoor** | Musical instruments/ pans/utensils  Mini beast Hotel  Growing tray  Open ended resources in construction/den making area.  Planting area  Reading Area  Bug area  Potion/perfume area  Natural outside 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, |

|  |  |  |
| --- | --- | --- |
| **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. Encourage interaction & taking on roles.  Handle books carefully. Talk about story, predict ending etc.  Adult role model. Ask questions. Use story sacks & c.ds.  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  L/A games: I went to the shops and I bought, Kim’s game, describe and find it! | Pictures, objects for initial sounds/rhyming |
| Literacy | Book of the week: The Three Billy Goats Gruff, Superworm, Dear zoo  Puppets/props to re-tell stories.  Use mark making to make a story map-chn to retell stories use their pictures as prompts.  Letters & sounds-phase 1.  RWI: m,a,s,d,t,i,n,p, o  oral segmenting & blending  H/A to use magnetic letters to form CVC words  Write RWI sounds  Begin to write CVC words  Rhyme games, sound games  Letter/Sound focus. Trace letter in air. Look at things that begin with letter.  Initial letters match objects to initial letter  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 | Travelling in different ways  Ball skills  Games involving beanbags, quoits, hoops,  Develop fine/gross motor skills  Making Dens  Fine motor/gross Motor exercises  Getting ready to write(Using swords/wands)  Gloop/rainbow rice etc. Make marks/letters from name.  Outdoors, bucket of water & large paintbrushes. Make marks/name etc  spray bottles/ sugar shakers  Beginning to use tools with increasing control; scissors, | Shaving foam  Large head sized dough,  Diff sized large balls  Ingredients for cooking |
| Mathematics | Mini beast hotel- match quantity to numeral  Counting to 5 then 10, touch each object when counting.  Making 5  Sequencing numerals (What number is missing?)  Recognising that a numeral represents how many are in a group  Butterfly (symmetry/pattern/Shape)  Count and match ladybird spots to numeral  Number problems. E.g, ‘If one ladybird flew away. How many would be left?’  Link to Pirates  How many jewels can you find? Can you find the matching numeral?  Lang related to size;  Positional Language ‘Put the pirate on top of the pirate ship, behind the pirate ship, etc”  Games. For example, bingo, pairs, number, hop scotch etc  Questioning & lang to differentiate.  Number Bingo  Use interests as a stimulus (animals, superheros etc – separate objects  Number songs.  Match shapes & find them in the environment.  ‘Feely bag’.’ Feel and match/name shapes.  Guess how many? Ch. look at set of objects and guess how many they can see. Are the sets the same? | 2.D & 3.D shapes, Feely bag.  Bug toys, magnifying glasses  Minibeasts, ladybird bingo |
| Understanding the world | Go on a mini-beast hunt  Mini-beast- make mini-beast hotel  Mini beast small world area (information books/writing materials)  Sea Creatures – learning about sea creatures and their habitats  Look after living things in the environment (plants, mini beasts)  Floating and sinking  Look at maps & treasure map.  Using different materials to build /make explore different textures | Magnifying glasses, clip boards, minibeast tick sheet  Mini beast books, writing materials  Sea creature books, figures, writing materials  London, information books, crowns, flags, Royal Family |
| EAD | Make sea creatures  Musical Activities; body percussion, movement to music, instruments to poetry, songs, stories.  Guess the sound/instrument  Make, crowns, pirate ships , minbeast hotels (story props)  Crafts related to favourite stories | Different coloured card, tissue paper, pipe cleaners, decorative materials  Range of percussion instruments  . |