



## Nursery -Medium Term Planning Summer 1

Power of ME					
Week 1 WB	Week 2 WB	Week 3 WB	Week 4 WB	Week 5 WB	Week 6 WB
<b>Adventure Me</b> Visits to Forest School	<b>Caring Me</b> Planting flowers and vegetables and learning what they need to help them to grow.	<b>Caring Me</b> Planting flowers and vegetables and learning what they need to help them to grow.	<b>Caring Me</b> Looking after caterpillars to ensure they turn into butterflies.		
Trips and experiences					

Global Citizenship Building Blocks			
	Knowledge and Understanding	Skills	Attitudes
	<b>Sustainable Development:</b> <ul style="list-style-type: none"> <li>people's dependencies on the environment</li> <li>basics of climate change (causes and effects)</li> </ul> <b>Globalisation and interdependence</b> <ul style="list-style-type: none"> <li>how local actions affect the wider world</li> </ul>	<b>Critical and creative thinking</b> <ul style="list-style-type: none"> <li>imagine alternative possibilities and suggest new ideas to solve problems</li> </ul> <b>Self-awareness and reflection</b> <ul style="list-style-type: none"> <li>Identify connections between personal decisions and issues affecting people locally and globally.</li> </ul>	<b>Concern for the environment and commitment to sustainable development</b> <ul style="list-style-type: none"> <li>sense of responsibility for the environment and the use of resources</li> <li>commitment to taking action to protect</li> </ul> <b>Belief that people can bring around change</b> <ul style="list-style-type: none"> <li>belief that individuals and groups can improve situations</li> </ul>



	<b>Week 1</b> WB 15 <sup>th</sup> April	<b>Week 2</b> WB 22 <sup>nd</sup> April	<b>Week 3</b> WB 29 <sup>th</sup> April	<b>Week 4</b> WB 6 <sup>th</sup> May	<b>Week 5</b> WB 13 <sup>th</sup> May	<b>Week 6</b> WB 20 <sup>th</sup> May
<b>Whole class input</b>	 <p>My Family and Other Families by Richard and Lewis Edwards-Middleton</p>	 <p>The Extraordinary Gardener by Sam Broughton</p>	 <p>Errol's Garden by Gillian Hibbs</p>	 <p>The Good Egg by Jory John and Pete Oswald</p>	 <p>A Great Big Cuddle by Michael Rosen</p>	 <p>My Hair by Hannah Lee</p>
<b>Nursery Rhymes</b>	Mary Mary Quite Contrary	Sing A Song of Six Pence	Sing A Song of Six Pence	I'm a Little Teapot	One, Two Buckle my Shoe	The Queen of Hearts
<b>Focus words</b>	Arrived, rush, cheering, wonder, prize, trusty steed, search, champion	Extraordinary, ordinary, roamed, soared, search, discovered, prune, sow	Growing, garden, dreamed, noticed, roof, luckily, plan, changing	Rescuing, groceries, earliest, recycled, tantrums, exhausted, red, heal	Street, flying, mountain, fountain, rude, pardon, grumble, mumble	Professionally, hairstyle, dazzling, experiment, swirling, neat, invited, creation
<b>Phonics</b>	<b>Phase 2</b> S and A	<b>Phase 2</b> I and T	<b>Phase 2</b> P and N	<b>Phase 2</b> M and D	<b>Phase 2</b> G and O	<b>Phase 2</b> CK



Maths

**Subitising up to five pictures and objects.**  
Playing subitising games.

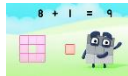
**Exploring 6, 7 and 8!**  
Each lesson watch a Number Blocks episode introducing the numbers six, seven and eight. Then talk about the number and show the children the different ways that the numbers are represented.

- Numicon
- Cubes
- Fingers
- Ways of making the number – which Numicon pieces go together to make the number, look at cubes to show how to make the number, use counters to show how to make the number.
- Addition



**Exploring 9 and 10!**  
Each lesson watch a Number Blocks episode introducing the numbers 9 and 10. Then talk about the number and show the children the different ways that the numbers are represented.

- Numicon
- Cubes
- Fingers
- Ways of making the number – which Numicon pieces go together to make the number, look at cubes to show how to make the number, use counters to show how to make the number.
- Addition



**Exploring length and height**

- Using the vocabulary to describe length and height. **Longer than/shorter than, taller than/shorter than.**
- Making direct comparisons between objects.
- Ordering by length/height.
- Compare the length/width/height of two items
- Recognise that the length/width/height of an item does not change when the item is moved to another place
- Recognise the length/width/height of an item does not change when its orientation changes e.g. the length of a pencil does not change when you stand it up vertically

**Exploring Finding One Less**  
Introduce finding one less through.....

- Number songs
- Numicon
- Cubes
- Ten Frames
- Number Lines



**Exploring counting and number through real life situations.**

- Exploring money.
- In role play exchange goods for coins
- Understand that we need to pay for goods
- Understand that items have different prices
- Understand that money is used to pay for items
- Children recognising numbers
- Children recording numbers or making marks to represent number.




## Continuous Provision

EYFS Curriculum Focus		
EAD	UTW	PD
<ul style="list-style-type: none"> <li>Engage in pitch matching games, humming, and singing short phrases</li> <li>Join in and beat out a simple beat / rhythm using a range of instruments</li> <li>Plan and then follow through to create a final product and talk about their art in detail, discussing colours, shapes texture and materials used and what it represents to them</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</li> <li>Children to be clear of the repetition required when carrying out this task.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and for all living things, through Forest School, recycling, and sustainability</li> <li>Understand the key features of the life cycle of a plant and an animal and discuss using key introduced vocabulary</li> <li>Name and describe some familiar plants and animals and talk about what they need to thrive and grow</li> <li>To be able to discuss routes and locations and begin to give directions, showing an increased awareness of safety</li> <li>To talk about something that happened in their life that they do not remember but their parents/carers told them.</li> <li>To comment and ask questions about their world such as the place where they live.</li> <li>To comment and ask questions about their world such as the place where they live.</li> <li>Children guide each other around a track using simple commands. Forward, back, turn.</li> </ul>	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Combine different movements with ease and fluency as they move through, over and under a range of apparatus.</li> <li>To throw and catch a ball independently.</li> </ul> <p><b>Fine Motor Control</b></p> <ul style="list-style-type: none"> <li>Moving our fingers in isolation and opposition to complete a variety of tasks.</li> <li>Beginning to copy many lower- case and capital letters with greater accuracy and control</li> </ul> <p><b>Scissor Skills</b></p> <ul style="list-style-type: none"> <li>Can cut out simple shapes turning the paper to aid them.</li> <li>Can cut along curved lines (circles)</li> </ul>
CAL		PSED
<ul style="list-style-type: none"> <li>Sits quietly and listen for fifteen minutes</li> <li>To begin to listen carefully to rhymes and songs, by paying attention to how they sound.</li> <li>Beginning to maintain attention in whole class and group context for a short time.</li> <li>Responds appropriately when asked questions like “Why do you want to wear your boots today?” and “How can we mop up the juice?”</li> <li>Begin to engage in story times.</li> <li>Begin to understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>Confidently use a wide range of vocabulary during play</li> <li>Uses longer sentences of four to six words when talking.</li> </ul>		<ul style="list-style-type: none"> <li>Able to follow rules.</li> <li>Increasingly follow rules, understand why they are important</li> <li>Welcome and value praise for what they have done.</li> <li>Begin to volunteer to carry out small tasks and responsibilities</li> <li>To show awareness of own/others feelings</li> <li>Independently try to find solutions to conflict and manage their emotions, before needing adult support</li> <li>Talking about how some words hurt and although sorry can be said it can’t be undone</li> <li>Ask adults for help with more confidence and less adult prompting</li> <li>Show confidence with unfamiliar adults in their own setting and initiate interactions</li> <li>Confidently talk to other children when playing and will begin to talk freely about own home and community.</li> <li>Celebrates theirs and other achievements or failures (winning and losing)</li> <li>Understand gradually how others might be feeling and begin to consider situations from different points of view</li> </ul>



	Week 1 2 days	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Mark Making Area</b>	<p><i>Write some or all of the letters in their name with growing accuracy</i></p> <p>Children using their name cards to attempt to copy their names.</p>	<p><i>Develop mark making with more purpose including (labelling a present / letter / sign / or writing some simple words)</i></p> <p>Children discussing pictures from the story and writing labels and lists.</p>	<p><i>Develop mark making with more purpose including (labelling a present / letter / sign / or writing some simple words)</i></p> <p>Children drawing and labeling with adult support a garden they have been to, would like to have or their own garden.</p>	<p><i>Begin to form initial letter of their name with growing accuracy and confidence</i></p> <p>Table covered in paper for children to form letters</p>	<p><i>Exploring rhyme.</i></p> <p>Have rhyming pictures for the children to sort and match. Children attempting to copy the words that rhyme eg dog and fog.</p>	<p><i>Use talk to articulate their ideas and stories using well-formed sentences · Retell a familiar story and talk about what happens, beginning to make marks or draw pictures to represent their ideas</i></p> <p>Children discussing pictures from the story and making books.</p>
<b>Reading Mileage/boook corner</b>	<p>Stories about families for the children to explore.</p>	<p><i>Exploring information books</i></p> <p>Have books and magazines about gardens and growing plants.</p>	<p><i>Exploring information books</i></p> <p>Have books and magazines about gardens and growing plants.</p>			<p><i>Exploring information books</i></p> <p>Recipe books</p>
<b>Water</b>	<p><i>Take part in pretend play using their imagination</i></p> <p>Have numbered ducks and nets in the water like at a Fun fair.</p>	<p><i>Offer pipes, guttering, crates and blocks for children to build structures that can transport water from one place to another.</i></p> <p>Encourage children to explore pathways for the water.</p>	<p><i>Describe using new vocabulary, the natural world including their senses and their experiences of the different forces they can feel. For example, recognise that some objects sink whilst others float.</i></p> <p>Have a range of boats and small people. How many people can fit in a boat? Children creating paper boats and seeing if they float. Can they hold people?</p>	<p><i>Describe using new vocabulary, the natural world including their senses and their experiences of the different forces they can feel. For example, recognise that some objects sink whilst others float.</i></p> <p>Plastic eggs in the water, small spoons and syringes for filling the eggs and seeing when they float or do not float.</p>	<p>Washing the dolls – have sponges and bubbles and towels to dry them afterwards.</p>	<p><i>Use the terms full and empty to describe volume/capacity Use the terms nearly full and nearly empty to describe volume</i></p> <p>Cooking equipment in the water for exploration such as whisks, sieves, cullenders, jugs, different size cups and measuring spoons.</p>




<p><b>Sand</b></p>	<p><i>Introducing techniques to help shape a range of ingredients such as stirring, kneading, sieving, rolling, mashing etc.</i> Wet sand and wooden construction bricks for building and using the wet sand as cement. Building their family home.</p>	<p><i>Begin to ask questions about their environment and the world. Use some key vocabulary in context.</i> Plant pots and artificial flowers, gardening tools to create a garden</p> 	<p><i>Begin to ask questions about their environment and the world. Use some key vocabulary in context.</i> Small plastic pots, eg yoghurt pots and small spoons to make small sandcastles and then decorate with plants, sticks and flowers.</p>	<p><i>Introducing techniques to help shape a range of ingredients such as stirring, kneading, sieving, rolling, mashing etc.</i> Cake tins, mold, sieves, different sized containers</p>	<p><i>Exploring numbers to ten and finding one less.</i> Number molds and wet sand.</p>	<p>Wet sand, sieves, small spoons, mashers to explore in the wet sand.</p>
<p><b>Curiosity Cube</b></p>	<p><i>Recognise that people have different beliefs and celebrate special times in different ways</i> Ramadan and Eid</p>	<p><i>Recognise that people have different beliefs and celebrate special times in different ways</i> Raksha Bandhan – Hindu Ceremony. Have photos linked to siblings. Thread of Love</p>	<p><i>Recognise that people have different beliefs and celebrate special times in different ways</i> Living: F5: Being Special: Where do we belong? Christian Poem : Psalm 139</p>		<p><i>Talk about growth and life cycles with confidence using extended vocabulary</i> Summer Display</p>	
<p><b>Role Play Area</b></p>	<p><i>Take part in pretend play using their imagination with roles they may have experienced</i> Role play family life. Children caring for the babies. Encourage them to take on different roles. Have adult clothes to help the children take on the roles – hats, aprons, skirts, waistcoats, etc.</p>	<p><i>Take part in pretend play using their imagination with roles they may have experienced</i> Have a garden Centre set up in the role play area. Develop it with the children and continue to use it next week.</p>	<p><i>Take part in pretend play using their imagination with roles they may have experienced</i> Have a garden Centre set up in the role play area. Develop it with the children.</p>	<p><i>Take part in pretend play using their imagination with roles they may have experienced.</i> The role play area is a Bakers. Have recipes, baking tins, aprons, chef hats, mixing bowls, spoons, sieves, etc. Have a till and money for the children to buy and sell cakes. Have egg boxes and cake boxes.</p>		<p><i>Take part in pretend play using their imagination with roles they may have experienced.</i> Role play Hairdressers</p>
<p><b>Small World</b></p>	<p><i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</i> Have family situations – dolls, vehicles, furniture. The children have just spent a lot of time with their family so give them</p>	<p><i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</i> Have a garden set up on the table for the children to use small world people in.</p>	<p><i>Can talk about some of the things they have observed.</i> Creating gardens using small world resources.</p>		<p><i>Plan and modify a route for small world vehicles to travel along.</i>  Children using wooden blocks to create the street that they live in. have cars for the children to drive down the street.</p>	



	<p>opportunities to act out things they may have done with their family. Varying aged dolls for the children to play with.</p> <p><b>To recount an event that happened in their life in the past that they remember.</b></p> <p>Discussing how they spend time with their families.</p>				Children drawing maps on large paper to then drive cars along.	
<b>Investigation Area</b>	<p><b>To know if something comes from the past</b></p> <p>Have old and new objects on the table for the children to explore.</p>	<p><b>Understand the key features of the life cycle of a plant and an animal and discuss using key introduced vocabulary.</b></p> <p><b>Name and describe some familiar plants and animals and talk about what they need to thrive and grow. For example, in addition to their pets, children may have encountered local wildlife such as squirrels, foxes, etc. Children should be able to name several flowers such as roses, sunflowers, etc.</b></p> <p>Children exploring plants, their features and what they need to grow. Children looking closely at plants, labeling plants and planting.</p>		<p><b>Discuss changes that they notice</b></p> <p>Corn flour slime</p>	<p><b>Identify that some items need batteries to work. For example, many of the toys in school and at home need batteries to work.</b></p> <p>Exploring a variety of toys that need batteries to work.</p>	<p><b>Creating products, with an adult, that require multiple steps- recipes for specific foods such as bread or cakes.</b></p> <p><b>Cooking</b> – children making biscuits in small groups.</p>
<b>Play Dough</b>	<p><b>Isolated Finger Flexion</b></p> <p>Hold dough in opposite hand. Push one finger into the dough and pull the dough into the palm of the other hand. Repeat with each of the other fingers.</p>	<p><b>Isolated Finger Flexion</b></p> <p>Hold dough in opposite hand. Push one finger into the dough and pull the dough into the palm of the other hand. Repeat with each of the other fingers.</p> <p>Creating flowers – roll playdough to create stalks, press the playdough to create petals and leaves.</p>	<p><b>Finger Adduction</b></p> <p>Place a piece of dough between two fingers, squeeze together, try to keep fingers straight</p> <p>Children using resources to create gardens in small trays.</p>	<p><b>Finger Adduction</b></p> <p>Place a piece of dough between two fingers, squeeze together, try to keep fingers straight</p> <p>Children creating their own 'Good Egg' with resources available to create facial features and limbs.</p>	<p><b>Thumb Extension</b></p> <p>Shape dough into a cylinder. Rest edge of hand on the table with thumb pointing up. Press thumb deeply into the cone, then pull out again.</p> <p>Using playdough to explore one less. Make so many playdough balls, count them and then smash one to find one less.</p>	<p><b>Thumb Extension</b></p> <p>Shape dough into a cylinder. Rest edge of hand on the table with thumb pointing up. Press thumb deeply into the cone, then pull out again.</p> <p>Using cutters and syringes to create hair for head templates. Scissors to encourage the children to cut the hair and explore different lengths.</p>
<b>PD: Funky fingers</b>	<p><b>Using everyday items such as pasta, cereal and beading onto playdough, pipe cleaners, straws, spaghetti etc.</b></p>	<p><b>Using everyday items such as pasta, cereal and beading onto playdough, pipe cleaners, straws, spaghetti etc.</b></p> <p>Threading 'Wheetos' onto spaghetti.</p>	<p><b>Show a preference for a dominant hand.</b></p> <p><b>Moving our fingers in isolation and opposition to complete a variety of tasks</b></p> <p><b>Using tools for a purpose</b></p> <p>Using tongs</p>	<p><b>Simple threading techniques using hands.</b></p> <p>Threading beads to create different lengths.</p> <p><b>Develop shift movements by threading. Develop simple rotations by twisting</b></p>	<p><b>Simple threading techniques using hands.</b></p> <p>Numbered pipe cleaners and small beads.</p> <p>Numbered hands, glass beads and tweezers. Use tweezers to put the correct</p>	<p><b>Can cut out simple shapes turning the paper to aid them.</b></p> <p>Cutting practice</p> <p>Have a picture of people with straight hair, wavy hair or short hair and the</p>






	Threading different sized pasta – Penne or Macaroni.			<b>and turning using thumb and fingers to grip.</b>	number of gems on the number. Then find one less. 	children use the scissors to snip or cut the paper to create the hair. Create curly hair by rolling paper along a pencil and sticking it to a face template.
<b>Creative area</b>	<b>Use a variety of 3D modelling materials to build. Create a structure or something using 3D modelling materials with a clear purpose in mind.</b> Junk modeling things found at the park or fun fair using a range of reclaimed materials.	<b>Draw lines and circles. Draw a simple representation.</b> Observational drawings of plants and flowers using pastels.	<b>Draw lines and circles. Draw a simple representation. Exploring colour and colour mixing through printing methods.</b> Painting pictures of flowers. Using printing techniques to create flower pictures.	<b>Exploring collage materials and how to join them.</b> Egg shape for the children to draw around, cut out and then use a variety of collage resources to create an egg person.	<b>Draw lines and circles. Draw a simple representation.</b> Children drawing self portraits again and compare to those drawn at the beginning of September. <b>Begin to understand one more than/ one less than between consecutive numbers when playing music or creating tempos and beats</b> Music Area outside	<b>Draw lines and circles. Draw a simple representation.</b> Children drawing a face and then using collage material to create some crazy hair.
<b>Construction</b>	<b>Offer wooden blocks and other construction materials for children to build with context and to enhance creative play. E.g. Castles or houses. Add small world knights and dragons to encourage imaginative play and storytelling.</b> Building houses Creating their own Fun fair	<b>Offer wooden blocks and other construction materials for children to build with context and to enhance creative play. E.g. Castles or houses. Add small world knights and dragons to encourage imaginative play and storytelling.</b> Creating a garden using blocks, pine cones, stones, shells, corks, artificial flowers.	<b>Offer wooden blocks and other construction materials for children to build with context and to enhance creative play. E.g. Castles or houses. Add small world knights and dragons to encourage imaginative play and storytelling.</b>			
<b>Outside Enhancements</b>	<b>Follow a simple beat using body percussion and take turns to make up their own beats for others to follow.</b> Adult to encourage children to use different parts of their body to tap out a beat. Play a copying game.	<b>Begin to understand that maps hold information in patterns and print.</b> <b>Use maps for imaginary play.</b> Encourage children to create and use maps of the outside area. <b>Discuss changes to the environment ( human and</b>	<b>Listen and take turns to identify and name a range of instruments when played in isolation or together.</b> Have the instruments laid out for the children to play and explore. An adult to talk about the instruments with the children and tell them the names of each one. <b>Discuss changes to the environment ( human and</b>	<b>Create their own songs, or improvise a song around one they already know.</b> Children using the nursery rhymes from our Cusp story and changing the words to create their own rhymes. Singing nursery rhymes and adding their own instrumental accompaniment.	<b>Listen and take turns to identify and name a range of instruments when played in isolation or together.</b> Encourage the children to create a band and play on the stage. <b>To guide a remote-control car around a track using the control. To recognise that when you push the</b>	<b>Listen attentively and express emotions in how a piece of music makes them feel, providing details</b> Children listening to and responding to a variety of music from different cultures. <b>Collaborate with others to manage and move large</b>





	<p><b>To know that buttons command an effect ( CD player, remote, volume control on a video)</b> Children selecting the song that they would like to play on the CD player themselves.</p> <p>Large construction – encourage building houses. How can the walls be strengthened? Model how to build a wall by staggering the bricks and blocks.</p> 	<p><b>physical, such as weather) with support from an adult.</b> <b>Begin to ask questions about their environment and the world.</b> <b>Use some key vocabulary in context.</b> Planting and caring for plants in the outside area.</p> <p><b>Help to create obstacle courses and begin to create repeating patterns to challenge themselves and others.</b> <b>Pivot</b> <b>Skip and hop</b></p>	<p><b>physical, such as weather) with support from an adult.</b> <b>Begin to ask questions about their environment and the world.</b> <b>Use some key vocabulary in context.</b> Planting and caring for plants in the outside area.</p> <p><b>Help to create obstacle courses and begin to create repeating patterns to challenge themselves and others.</b> <b>Pivot</b> <b>Skip and hop</b></p>	<p><b>To guide a remote-control car around a track using the control. To recognise that when you push the lever forward, it moves the car forward etc.</b> Remote control cars and pictures of the different houses that the pigs built. Children guiding the cars from one house to another. Create a pathway for the cars using wooden construction bricks.</p> <p><b>Combine different movements with ease and fluency as they move through, over and under a range of apparatus.</b></p>	<p><b>lever forward, it moves the car forward etc.</b> Remote control cars and pictures of the different types of houses that people live in. Children guiding the cars from one house to another. Create a pathway for the cars using wooden construction bricks.</p>	<p><b>items, such as large hollow blocks or planks.</b> Can the children balance along the planks? Set up obstacle courses for the children using planks, crates and the balancing equipment and then encourage the children to create their own courses.</p>
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