



Summer Term Nursery Class Medium Term Plan

Themes: Growth and Animals

Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
<p>Communication and Language</p> 	<p><u>Listening</u> Enjoys listening to stories and can remember what happens.</p> <p><u>Attention</u> Children can shift from one task to another.</p> <p><u>Respond</u> 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.</p> <p><u>Understanding</u> Understand and use a wide range of vocabulary</p> <p><u>Speaking</u> Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Can use sentences joined up with words like 'because', 'or', 'and' For example: "I like ice cream because it makes my tongue shiver". Can use the future and past tense: "I am going to the park" and "I went to the shop" Can answer simple 'why' questions?</p>	<p>Use a wide range of vocabulary. Use longer sentences of 4-6 words. Sing a large repertoire of songs. Develop their communication but may struggle with tenses.</p>
<p>Personal, Social and Emotional Development</p> 	<p>The children understand how other people may be feeling. They extend and elaborate play ideas with other children. Find solutions to conflicts and rivalries, for example, accepting not everyone can be the same character. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	
<p>Physical Development</p> 	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly independent when getting dressed and undressed e.g., zipping up coats Make healthy choices about food, drink, activity and tooth brushing. Start taking part in some group activities which they make up for themselves or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan.</p>	<p>Increasingly independent in meeting their own care needs e.g., using the toilet, washing hands Start to eat independently and learning how to use a knife and fork. Go up steps and stairs or climb up apparatus with alternate feet</p>

Specific Areas

English Key Texts



Daily songs, nursery rhymes and school/class songs.

Literacy



Summer 1

Write some of their name
Know that print has different purposes
Know that English is read left to right, top to bottom

Summer 2

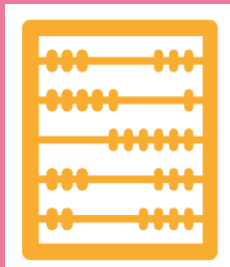
Write all of their name
Use some of their letter and print knowledge in their early writing. E.g. writing lists, 'm' for mummy.

Phonics

Phase 1

Phase 1 aspects 5 & 7
Alliteration
Oral segmenting and blending
Spot and suggest rhymes
Recognise words with the same initial sound.
Count or clap syllables in a word.

Mathematics



Texts



Summer 1

Revisit 2D shapes and teach 3D shapes
Comparing quantities more and less
Describe a familiar route
Sequencing time – day/night, ordering their day at Nursery
Positional language

Summer 2

Errors in repeating patterns
Comparisons relating to capacity and weight
Producing small numbers – counting out up to 10 objects from a larger group
1:1 correspondence to 10
Subitising to 5

Songs

Days of the Week, Hickory Dickory Dock, Incy Wincy Spider, Grand Old Duke of York, Peter Rabbit had a fly upon his nose, 10 Green Bottles, Humpty Dumpty

Key vocabulary: 3D shapes, cube, cuboid, sphere, cylinder, cone, face, corner, edge, more, less, fewer, day, night, behind, in front, beside, in, on, above, underneath, pattern, full, empty, heavy, light, heaviest, lightest

Understanding the World



Science

How do we know it is spring?

Use all their senses in hands-on exploration of natural materials.
Talk about the differences between materials and changes they notice.
Explore collections of materials with similar and/or different properties.

Key knowledge: know that in spring flowers grow. Know that flowers/ plants grow from seeds/bulbs.

Key vocabulary: spring, buds, flowers

Where do butterflies come from?

Talk about the changes they notice.

Key knowledge: know that caterpillars change into butterflies

Key vocabulary: egg, caterpillar, pupa, butterfly

Visits from people that help us

-Show an interest in different occupations.

Geography

What is Africa like and how is it different to here?

Begin to understand the need to respect and care for the natural environment and all living things.

Explore how things work.

Talk about what they see using a wide vocabulary.

Continue to develop positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Key knowledge: children know that it is hotter in Africa than the UK. Children know the difference between farm animals and wild animals found in Africa.

Key vocabulary: weather, similar, different, farm, wild

RE

Where do we belong?

Children talk about their families and find out what is needed to care for a baby.

Key knowledge: children know that a baby needs lots of care when it is born. They know that a baby drinks milk

Key vocabulary: love, care, welcome

Expressive Arts
and Design



Join different materials and explore different textures.

Show different emotions in their drawings and paintings.

Explore colour mixing.

Make imaginative and complex small world with blocks and construction.

Use drawings to express ideas like drawing and movement.

Create their own songs or improvise songs around one they know.

D&T

Can you make a boat for Mr Gumpy?

Join different materials and explore different textures.

Develop their own ideas and then decide which materials to use to express them.

Key knowledge: children need to know which materials to use, cut and join to make a boat.

Key vocabulary: tape, cut, fit, join

Sing the melodic shape of familiar songs.

Play instruments with increasing control to express their feelings and ideas.