

Personal, Social and Emotional Development

- Develop their sense of responsibility and membership of a community.

Expressive Arts and Design

- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Create their own songs, or improvise a song around one they know.

Medium Term Planning

Year Group: Nursery

Term: Summer 2

Animals and Mini beasts

Understanding the World

- Plant seeds and care for growing plants.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Physical Development

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- 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

Communication & language

- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

Literacy

- Engage in extended conversations about stories, learning new vocabulary.

Topics covered

Insects, bears, mini beasts,

Key Texts

Brave Bear by Sean Taylor

The Very Hungry Caterpillar By
Eric Carle

Teach Pantasaurus NSPCC

Cultural Capital

Trip to the Farm

Looking after worms

Bug hunt round Clissold park

Maths

- Solve real world mathematical problems with numbers up to 5.
- Make comparisons between objects relating to size, length, weight and capacity.
- 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
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events

Literacy

Summer 2 Animals and minibeasts	Brave Bear by Sean Taylor	Colourful Picture books	<p>To inform: Draw and label their favourite wild animal</p> <p>To inform: Draw and label the caterpillar as it grows from an egg to a butterfly</p> <p>To innovate: create their own 'The very hungry... story' about another insect/ or themselves draw and label what they ate each day</p>
	The Very Hungry Caterpillar by Eric Carle		

Maths – Summer 2

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number composition 1 – 5 Revision	Night and Day Order events in their day at nursery Order events in their day at nursery What happens day/night	Positional Language	Positional Language	Consolidation / Activity weeks SUMMER	Consolidation / Activity weeks

Goal1: Settle in and become a confident learner
Steps to Success: <ul style="list-style-type: none"> • Build relationships with staff and other children in nursery • Learn key people and pupil names • Separate confidently from their parent at the start of the day • Explore the different activities available • Initiate games and ideas with their peers • Understand the rhythms and routines of the day

Goal 2: Know a range of nursery rhymes and familiar stories
Steps to Success: <ul style="list-style-type: none"> • Engage with the core texts in nursery • Have opportunities to re-enact these stories • Join in with different nursery rhymes and learn them • Select a song they wish to sing and share this with the class • Join in with repeated words and actions

<ul style="list-style-type: none"> • Understand the conventions of a book and how to turn the pages as you read • Re-tell a favourite story to their friends and other adults • Use appropriate prepositions to describe where a character is e.g. under, over, next to. • Understand that letters make sounds and link sounds to actions using phase 1 and 2 phonics
Goal 3: Write your whole name and the initial sounds of other significant people in your life e.g. mum
<p>Steps to Success:</p> <ul style="list-style-type: none"> • Build up fine and gross motor skills through a range of opportunities in nursery e.g. throwing and catching, pushing and pulling objects, using paint and playdough. • Explore mark making using different mediums e.g. chalk, sand, crayons, paint • Engage in phase 1 phonics and understand that there are sounds all around us and that sounds can be represented as letters • Ascribe meaning to the marks they are making e.g. that's my dad • Make more controlled marks e.g. line, circle, zig zag. • Understand the language up, down, round when mark making • Recognise their printed name and can copy some of the letters. • Independently write their initial letter and then add to this to write their whole name.
Goal 4: Participate in a whole class assembly
<p>Steps to Success:</p> <ul style="list-style-type: none"> • Build relationships within their class • Develop a speaking and listening voice • Understand a sequence of events • Learn songs and rhymes • Know how to engage with an audience • Work as a team • Express feelings using words not actions • Use appropriate language to resolve conflicts
Goal 5: Use a balance board effectively
<p>Steps to Success:</p> <ul style="list-style-type: none"> • Develop balancing skills through using the equipment outside • Coordinate movements to effectively run, jump, throw, catch • Cooperate with others when playing • Map out a route and follow it using the equipment outside • Use a balance board to effectively travel from one part of the playground to another. • Work with others to create a moving 'vehicle' e.g. several boards linked together • Be able to hop, skip and jump • Add strength to gross and fine motor skills to e.g. hold a pencil comfortably and use scissors accurately
Goal 6: Create models that involve pattern and shape.
<p>Steps to Success:</p> <ul style="list-style-type: none"> • Recognise patterns around us • Recreate these patterns using a range of different mediums and recreate them e.g. an animal picture using zebra stripes or cheetah spots

<ul style="list-style-type: none"> • Recognise different 2d and 3d objects around them e.g. bus, car • Understand the different components that a 3d object has e.g. wheels • Use recycled materials to re-create their chosen object e.g. a cereal box could become a lorry • Begin to name the shapes they see within 2d objects e.g. square, rectangle, circle • Produce something they feel proud of
Goal 7: Produce their own family tree
<p>Steps to Success:</p> <ul style="list-style-type: none"> • Understand that families are all different • Recognise important people in their own family • Share who is in their family with others • Use different mediums and techniques to draw members of their family by using circles for heads and straight lines for arms and legs • Display their family trees confidently
Goal 8: Make a self-portrait
<p>Steps to Success:</p> <ul style="list-style-type: none"> • Recognise themselves in a mirror • Name the parts of their face e.g. face, eyes, nose • Use different mediums to recreate themselves by drawing a circle for their face • Understand that there are different coloured skin tones, eyes and hair and that we are not all the same. • Produce a picture that they are proud of and that can be displayed
Goal 9: Follow a recipe and bake bread
<p>Steps to Success:</p> <ul style="list-style-type: none"> • Understand that different ingredients can be mixed together to make something new e.g. by making playdough • Use the outside kitchen to recreate their own recipes e.g. dry pasta, sand, mud • Know that there are different ways to measure something e.g. spoon, cup • Follow a pictorial recipe and discuss with an adult what comes next in the sequence • Count in order the number of cups/scoops that are required • Take part in small group cooking activities that result in a finished product e.g. bread

Personal, Social and Emotional Development

Yearly Focus

- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- Play with one or more other children, extending and elaborating play ideas.
- Begin to understand how others might be feeling.

Expressive Arts and Design

Yearly Focus

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- 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.
- Show a preference for a dominant hand.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Understanding the World

Yearly focus

- Talk about what they see, using a wide vocabulary.
- Continue to develop positive attitudes about the differences between people.

Communication & language

Yearly Focus

- Can start a conversation with an adult or a friend and continue it for many turns
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Maths

Yearly focus

- 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'.
 - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Literacy

Yearly focus

- Write some or all their name
- Understand the five key concepts about print: – print has meaning – the names of the different parts of a book – print can have different purposes – page sequencing – we read English text from left to right and from top to bottom

Physical Development

Yearly focus

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- 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.
- Show a preference for a dominant hand.
- Use large-muscle movements to wave flags and streamers, paint and make marks.