	Oswald Road	Nursery Summ	er 1 Medium term plan.	: Farm - Old Macdonald .	had a Farm	
Themes/Inter ests/Lines of Enquiry	17th - 21st April	24th - 28th April	1st - 5th May	8th - 12th May	15th - 19th May	22nd - 26th May
Quality Texts	The Gobble Gobble Moo Moo Tractor	Farmyard Hullaballoo	On the farm	Hungry Caterpillar	Jaspers Beanstalk	We found a seed (Rob Ramsden)
Shared Read Texts	The most exciting Eid	Farmer Duck	Rosie's Walk	Christopher Nibbles Caterpillars	Time for bed Fred	My Nanas Garden (Dawn Casey)
Enrichment	Butterfly hatching 18/04 Eid 21/04	Eid party 24.04 Visit to Smithills Farm 26/04/23	Polling day/Nursery welcome meetings 04.05 at 9.10am		Creative stay and play?	
attention and	Role Play – Small world – Farm	Role Play – Small world – Farm	Role Play – Small world – Farm	Role Play – Small world – Minibeasts	Role Play – Small world – Minibeasts	Role Play – Small world – Minibeasts
Personal, Social & Emotional Development	Jigsaw: Relationships Family life	Jigsaw: Relationships Friendships	Jigsaw: Relationships Breaking friendships	Jigsaw: Relationships Falling out	Jigsaw: Relationships Dealing with bullying	Jigsaw: Relationships Being a good friend
	Class Charter/Rights Respecting Articles	Class Charter/Rights Respecting Articles	Class Charter/Rights Respecting Articles	Class Charter/Rights Respecting Articles	Class Charter/Rights Respecting Articles	Class Charter/Rights Respecting Articles

Physical	Fundamental skills with PE coach	Fundamental skills with PE	Fundamental skills with PE	Fundamental skills with PE coach	Fundamental skills with PE coach	Fundamental skills with PE coach
Development:	Stability	coach	coach	Stability	Stability	Stability
Gross Motor	(S1)	Stability	Stability	(S1)	(S1)	(S1)
	Balance on one leg whilst still	(S1)	(S1)	Balance on one leg whilst still		Balance on one leg whilst still
	Maintain balance whilst moving slowly	Balance on one leg whilst still	Balance on one leg whilst still	Maintain balance whilst moving slowly	Maintain balance whilst moving slowly	Maintain balance whilst moving slowly
	Twist bend and reach whilst	Maintain balance whilst moving	Maintain balance whilst moving	Twist bend and reach whilst	Twist bend and reach whilst	Twist bend and reach whilst
	maintaining balance	slowly	slowly	maintaining balance	maintaining balance	maintaining balance
	Respond quickly to instructions	Twist bend and reach whilst	Twist bend and reach whilst	Respond quickly to instructions	Respond quickly to instructions	Respond quickly to instructions
	Jump and leap in a variety of ways	maintaining balance	maintaining balance	Jump and leap in a variety of ways	Jump and leap in a variety of ways	Jump and leap in a variety of ways
	Maintain balance whilst lifting and	Respond quickly to instructions	Respond quickly to instructions	Maintain balance whilst lifting and	Maintain balance whilst lifting and	Maintain balance whilst lifting and
	carrying	Jump and leap in a variety of ways	Jump and leap in a variety of ways	carrying	carrying	carrying
	Picking something up whilst balancing		Maintain balance whilst lifting and	Picking something up whilst balancing	Picking something up whilst balancing	Picking something up whilst balancing
	on one leg	carrying	carrying	on one leg	on one leg	on one leg
	Push down up forward backward and	Picking something up whilst	Picking something up whilst	Push down up forward backward and	Push down up forward backward and	Push down up forward backward and
	high	balancing on one leg	balancing on one leg	high	high	high
	Pull down up forward backward and	Push down up forward backward	Push down up forward backward	Pull down up forward backward and	Pull down up forward backward and	Pull down up forward backward and
	high	and high	and high	high	high	high
		Pull down up forward backward and	Pull down up forward backward		-	
	Dance: Toys	high	and high	Dance: Toys	Dance: Toys	Dance: Toys
	Objectives:			Objectives:	Objectives:	Objectives:
	This unit will focus on the children	Dance: Toys	Dance: Toys	This unit will focus on the children	This unit will focus on the children	This unit will focus on the children
	being able to use their own thoughts	Objectives:	Objectives:	being able to use their own thoughts	being able to use their own thoughts	being able to use their own thoughts
	and imagination to create a simple	This unit will focus on the children	This unit will focus on the children	and imagination to create a simple	and imagination to create a simple	and imagination to create a simple
	dance sequence relating to their	being able to use their own	being able to use their own	dance sequence relating to their	dance sequence relating to their	dance sequence relating to their
	knowledge of different seasons.	thoughts and imagination to create	thoughts and imagination to create	knowledge of different seasons.	knowledge of different seasons.	knowledge of different seasons.
	By the end of the unit, children will:	a simple	a simple	By the end of the unit, children will:	By the end of the unit, children will:	By the end of the unit, children will:
	 Use my body and create and 	dance sequence relating to their	dance sequence relating to their	• Use my body and create and express	 Use my body and create and 	Use my body and create and
	express simple theme related shapes,	knowledge of different seasons.	knowledge of different seasons.	simple theme related shapes,	express simple theme related shapes,	express simple theme related shapes,
	movements and actions.	By the end of the unit, children will:	By the end of the unit, children	movements and actions.	movements and actions.	movements and actions.
	• Travel safely and creatively in space.	 Use my body and create and 	will:	• Travel safely and creatively in space.	 Travel safely and creatively in space. 	• Travel safely and creatively in space.
	• Show different levels when I travel.	express simple theme related	 Use my body and create and 	• Show different levels when I travel.	 Show different levels when I travel. 	• Show different levels when I travel.
	 Communicate effectively with a 	shapes, movements and actions.	express simple theme related	 Communicate effectively with a 	 Communicate effectively with a 	Communicate effectively with a
	partner.	 Travel safely and creatively in 	shapes, movements and actions.	partner.	partner.	partner.
	 Use pictures to create shapes, 	space.	 Travel safely and creatively in 	 Use pictures to create shapes, 	 Use pictures to create shapes, 	• Use pictures to create shapes,
	movements and actions.	Show different levels when I	space.	movements and actions.	movements and actions.	movements and actions.
	 Remember and perform a basic 	travel.	 Show different levels when I 	Remember and perform a basic	 Remember and perform a basic 	Remember and perform a basic
	sequence of movement when led by a	Communicate effectively with a	travel.	sequence of movement when led by a	sequence of movement when led by a	sequence of movement when led by a
	teacher.	partner.	Communicate effectively with a	teacher.	teacher.	teacher.
		• Use pictures to create shapes,	partner.			
	Outdoor Area	movements and actions.	• Use pictures to create shapes,	Outdoor Area	Outdoor Area	Outdoor Area
		Remember and perform a basic	movements and actions.			
		sequence of movement when led by				
		a teacher.	sequence of movement when led			
			by a teacher.			
		Outdoor Area				
			Outdoor Area			
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Physical Development: Fine Motor	Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up. Malleable area	and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up. Malleable area Penpals Letter formation (name writing)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up. Malleable area Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up. Malleable area Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up. Malleable area Penpals Letter formation (name writing)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up. Malleable area Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)
Physical Development: Health		PE Dance - Toys Snack time Tooth brushing Toileting Washing hands	PE Gym - Travelling, Stopping and Making Shapes Snack time Tooth brushing Toileting Washing hands	PE Dance - Toys Snack time Tooth brushing Toileting Washing hands	PE Gym - Travelling, Stopping and Making Shapes Snack time Tooth brushing Toileting Washing hands	PE Dance - Toys Snack time Tooth brushing Toileting Washing hands

Literacy: Comprehensio n & word reading	Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems. Talk about different parts of books Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom, print has different	on high quality texts linking to the focus, including non-fiction and poems.	Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems. Talk about different parts of books Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English	including non-fiction and poems. Talk about different parts of books Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom, print has different	on high quality texts linking to the focus, including non-fiction and poems.	Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems. Talk about different parts of books Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom, print has different
	purposes. Sharing poems and rhymes.	left-right and top-bottom, print has different purposes.	left-right and top-bottom, print has different purposes.	Sharing poems and rhymes.	purposes. Sharing poems and rhymes.	purposes. Sharing poems and rhymes.
	Letters and Sounds Phase 1 Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce – • Oral blending and segmenting phonics Essential Letters and sounds Phase 2 soft touch: Sound of the week - S Recognising own names	Sharing poems and rhymes. Letters and Sounds Phase 1 phonics Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce – • Oral blending and segmenting phonics Essential Letters and sounds Phase 2 soft touch: Sound of the week - A Recognising own names	phonics Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce – • Oral blending and segmenting phonics	 Environmental sounds Body percussion Voice sounds Instrumental sounds Clapping and counting syllables Recognising words with same initial sounds Spotting and suggesting rhymes Introduce – Oral blending and segmenting phonics Recognising own names Essential Letters and sounds Phase 2 soft touch: 	Letters and Sounds Phase 1 phonics Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce – • Oral blending and segmenting phonics Essential Letters and sounds Phase 2 soft touch: Sound of the week - I Recognising own names	Letters and Sounds Phase 1 phonics Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce – • Oral blending and segmenting phonics Essential Letters and sounds Phase 2 soft touch: Sound of the week - N Recognising own names
Literacy: Writing	Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent writing - in focused group times, independent in CP and outside. Focus literacy/ Mark- making - eg writing a list of transport? Daily morning independent name tracing/copying - all children each day	Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent writing - in focused group times, independent in CP and outside. Focus literacy/ Mark- making - ? Daily morning independent name tracing/copying - all children each day	Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent writing - in focused group times, independent in CP and outside. Focus literacy/ Mark- making - ? Daily morning independent name tracing/copying - all children each day	Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent writing - in focused group times, independent in CP and outside. Focus literacy/ Mark- making - ? Daily morning independent name tracing/copying - all children each	Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent writing - in focused group times, independent in CP and outside. Focus literacy/ Mark- making - ? Daily morning independent name tracing/copying - all children each day	Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent writing - in focused group times, independent in CP and outside. Focus literacy/ Mark- making - ? Daily morning independent name tracing/copying - all children each day

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Mathematics	Consolidation – Length:	Sequencing:	Position – On and Under:	Comparing Groups – More Than:	2-D Shapes - Circles:	3-D Shapes – Cubes and Cuboids:
		· · ·	Children place an object on or		Children learn to identify circles and	Children identify cubes and cuboids
	or taller and shorter.	nursery rhyme	under a chair, a table etc.		they begin to learn some properties of	and begin to talk about some of their
					a circle.	properties.
	Consolidation – Mass:	Sequencing:	Position – In and Out:	Comparing Groups – Fewer Than:		
		Children sequence pictures from			2-D Shapes – Triangles:	3-D Shapes - Cylinders:
	heavier and which are lighter.	their daily routine.	is in or out of a basket, bag etc	and say which set has fewer	Children learn to recognise triangles	Children learn to recognise cylinders
					and begin to learn some of the	and begin to talk about some of their
	Consolidation – Capacity:	Sequencing:	Position – In Front or Behind:		properties of a triangle.	properties.
		Children sequence pictures from a	Children explore whether the	Fewer Than:		
	different containers	familiar story.	gingerbread man is in front of or		2-D Shapes - Rectangles:	3-D Shapes - Spheres: Children learn
			behind different animals.		Children learn to recognise rectangles.	to recognise spheres and begin to talk
				which set has fewer.	They learn that a square is a special	about some of their properties.
					rectangle. They learn some of the	
					properties of a rectangle.	
Understandin				Children to talk about family pets.	Children to talk about family pets.	
g the world:					Have you had one? Do you have one	
Past and					now? Would you like to have one in	
					the future?	
present						
Understandin	RE: Our community	RE: Our community	RE: Our community	RE: Our community	RE: Our community	RE: Our community
g of the	Eid al-Fitr	Eid al-Fitr - Eid party				
World:						
People,						
Culture &						
Communities						
Understandin	Science:	Science:	Science:	Science:	Science:	Science:
g of the	Biology –	Biology –	Biology –	Biology –	Biology –	Biology –
	Animals including humans –	Animals including humans –	Animals including humans –		Animals including humans –	Animals including humans –
	Caterpillars	Caterpillars	Caterpillars	Caterpillars	Caterpillars	Caterpillars
	Physics –	Physics –	Physics –	Physics –	Physics –	Physics –
	Seasonal changes	Seasonal changes	Seasonal changes	Seasonal changes	Seasonal changes	Seasonal changes
Understandin				Seasonal changes		
	Technology Area	Technology Area	Technology Area	Technology Area	Technology Area	Technology Area
	Technology Area Ipads		<u> </u>	-	5	-
g the World:		Technology Area	Technology Area	Technology Area	Technology Area	Technology Area
	Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard
g the World:	Ipads Interactive whiteboard Equipment in provision areas:	Technology Area Ipads Interactive whiteboard Equipment in provision areas:	Technology Area Ipads Interactive whiteboard Equipment in provision areas:	Technology Area Ipads Interactive whiteboard Equipment in provision areas:	Technology Area Ipads Interactive whiteboard Equipment in provision areas:	Technology Area Ipads Interactive whiteboard Equipment in provision areas:
g the World:	Ipads Interactive whiteboard Equipment in provision areas: - Interactive white boards – games	Technology Area Ipads Interactive whiteboard Equipment in provision areas: - Interactive white boards – games	Technology Area Ipads Interactive whiteboard Equipment in provision areas: - Interactive white boards – games	Technology Area Ipads Interactive whiteboard Equipment in provision areas: - Interactive white boards – games	Technology Area Ipads Interactive whiteboard Equipment in provision areas: - Interactive white boards – games	Technology Area Ipads Interactive whiteboard Equipment in provision areas: - Interactive white boards – games
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Expressive Art	Music: Let's jam	Music: Let's jam	Music: Let's jam	Music: Let's jam	Music: Let's jam	Music: Let's jam
& Design	This unit is all about developing our	This unit is all about developing our	This unit is all about developing	This unit is all about developing our	This unit is all about developing our	This unit is all about developing our
	love for music, exploring different	love for music, exploring different	our love for music, exploring	love for music, exploring different	love for music, exploring different	love for music, exploring different
	sounds and instruments, as well as	sounds and instruments, as well as	different sounds and instruments,	sounds and instruments, as well as	sounds and instruments, as well as	sounds and instruments, as well as
	playing together as a 'band' and in	playing together as a 'band' and in	as well as playing together as a	playing together as a 'band' and in	playing together as a 'band' and in	playing together as a 'band' and in
	small groups. In a culture where often	small groups. In a culture where	'band' and in small groups. In a	small groups. In a culture where often	small groups. In a culture where often	small groups. In a culture where often
	being a 'singer' or a musician is	often being a 'singer' or a musician	culture where often being a 'singer'	being a 'singer' or a musician is	being a 'singer' or a musician is	being a 'singer' or a musician is
	associated with TV auditions, pop	is associated with TV auditions, pop	or a musician is associated with TV	associated with TV auditions, pop	associated with TV auditions, pop	associated with TV auditions, pop
	stars, and celebrities, we want to	stars, and celebrities, we want to	auditions, pop stars, and	stars, and celebrities, we want to	stars, and celebrities, we want to	stars, and celebrities, we want to
	emphasise the importance of enjoying	emphasise the importance of	celebrities, we want to emphasise	emphasise the importance of enjoying	emphasise the importance of enjoying	emphasise the importance of enjoying
	music for music's sake! There's so	enjoying music for music's sake!	the importance of enjoying music	music for music's sake! There's so	music for music's sake! There's so	music for music's sake! There's so
	much joy to be found in taking part in	There's so much joy to be found in	for music's sake! There's so much	much joy to be found in taking part in	much joy to be found in taking part in	much joy to be found in taking part in
	ensembles, singing together, and	taking part in ensembles, singing	joy to be found in taking part in	ensembles, singing together, and	ensembles, singing together, and	ensembles, singing together, and
	freedom in playing freely through	together, and freedom in playing	ensembles, singing together, and	freedom in playing freely through	freedom in playing freely through	freedom in playing freely through
	improvisation. Having fun making	freely through improvisation. Having	freedom in playing freely through	improvisation. Having fun making	improvisation. Having fun making	improvisation. Having fun making
	music can have a huge impact on the	fun making music can have a huge	improvisation. Having fun making	music can have a huge impact on the	music can have a huge impact on the	music can have a huge impact on the
	cohesion of your class, and the	impact on the cohesion of your	music can have a huge impact on	cohesion of your class, and the	cohesion of your class, and the	cohesion of your class, and the
	wellbeing of the children.	class, and the wellbeing of the	the cohesion of your class, and the	wellbeing of the children.	wellbeing of the children.	wellbeing of the children.
		children.	wellbeing of the children.			
	DT: Structure:	DT: Structure:		DT: Structure:	DT: Structure:	
	Textiles: Collaging farm animals	Textiles: Collaging farm animals	Textiles: Collaging farm animals	Structure: butterfly spiral	Structure: butterfly spiral	
	3D form: Playdough animals	3D form: Playdough animals	3D form: Playdough animals			
	Structure: butterfly spiral			Junk Modelling (CP)	Junk Modelling (CP)	
	Junk Modelling (CP)	Art:	Art:	Creative Table (CP)	Creative Table (CP)	
	Creative Table (CP)	Drawing: Farm animals	Drawing: Farm animals			
		Printing: Farm animal foot prints	Printing: Farm animal foot prints			
	Art:	3D form: Tractor models	3D form: Tractor models	Dance & Gymnastics	Dance & Gymnastics	
	Drawing: Farm animals					
	Printing: Farm animal foot prints		Junk Modelling (CP)			
	3D form: Tractor models	Junk Modelling (CP)	Creative Table (CP)			
		Creative Table (CP)				
	Junk Modelling (CP)					
	Creative Table (CP)	Dance & Gymnastics	Dance & Gymnastics			
	Dance & Gymnastics					