

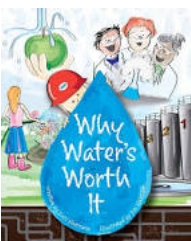


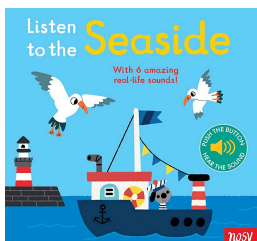


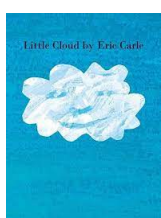
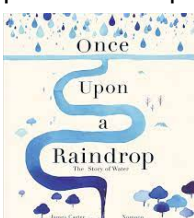

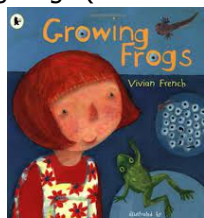
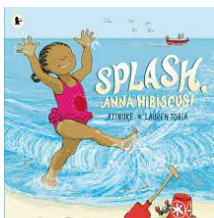
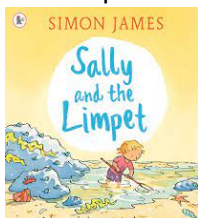


Oswald Road

Nursery Summer 2 Medium term plan: Water

Themes/Interests/Lines of Enquiry	7th - 9th June	12th - 16th June	19th - 23rd June	26th - 30th June	3rd - 7th July	10th - 14th July	17th - 21st July
Quality Texts	Big red bath 	Big red bath 	Why water's worth it 	Over and under the pond 	Life cycle of a Frog 	Nosy Crow - Seaside 	Sharing a shell 
Shared Read Texts	Clean up 	Little Cloud 	Once upon a rain drop 	A river 	Growing frogs (Vivian French) 	Splash Anna Habiscus 	Sally and the limpet 
Enrichment	Inset 05.06 and 06.06	16.06 Reception current parent meeting 9.10-9.40am	21.06 Trip to ice cream parlour in the pm? 21.06 Reception current parent meeting 4-4.30pm	26.06 Nursery sports day 9-10am Tadpoles	Tadpoles Visit to Longford park 05.07?	Transition afternoon 12.07 13.07 pm	Transition morning 19.07 - parents in for first hour 20.07 Nursery graduation
CL: Listening, attention and understanding/ Speaking	Role Play – Small world – Bathroom with animals	Role Play – Small world – Bathroom with animals	Role Play – Small world – Pond animals	Role Play – Small world – Pond animals	Role Play – Small world – Pond animals	Role Play – Small world – Under the sea	Role Play – Small world – Under the sea
Personal, Social & Emotional Development	 Class Charter/Rights Respecting Articles	Jigsaw: Changing Me Bodies Class Charter/Rights Respecting Articles	Jigsaw: Changing Me Respecting my body Class Charter/Rights Respecting Articles	Jigsaw: Changing Me Growing up Class Charter/Rights Respecting Articles	Jigsaw: Changing Me Growth and change Class Charter/Rights Respecting Articles	Jigsaw: Changing Me Fun and fears Class Charter/Rights Respecting Articles	Jigsaw: Changing Me Celebrations Class Charter/Rights Respecting Articles

Physical Development: Gross Motor	Fundamental skills with PE coach Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance	Fundamental skills with PE coach Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance	Fundamental skills with PE coach Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance	Fundamental skills with PE coach Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance	Fundamental skills with PE coach Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance	Fundamental skills with PE coach Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance	Fundamental skills with PE coach Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance
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	Gym: Travelling, Stopping and Making Shapes Objectives: This unit will focus on the ability to travel with confidence and skill, and the ability to develop the technique to jump in different ways and ensure that they can land safely. By the end of the unit, children will: <ul style="list-style-type: none">• Travel in different ways with my weight on my hands.• Start & finish my work in interesting ways.• Link movements together.• Travel high and low in different pathways.• Travel with confidence and skill around, under, over and through.• Travel, stop & balance with control in curled or stretched shapes.• Link two movements together.• Jump in different ways.• Make up a short sequence.• Use apparatus imaginatively and safely.• Travel in different ways along the floor.• Balance on different body parts.• Make up a short sequence.• Mirror a friend’s movements.	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	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	

Physical Development: Fine Motor	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)	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)	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)	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 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	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 Dance - Toys Snack time Tooth brushing Toileting Washing hands

Understanding of the World: World	Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys	Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys	Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys	Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys	Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys	Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys	Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys
		Geography: Physical – Use senses to explore changes in seasons and explore natural materials.	Geography: Physical – Use senses to explore changes in seasons and explore natural materials.	Geography: Place/location knowledge – Begin to understand that there are lots of different countries in the world. eg oceans		Geography: Place/location knowledge – Begin to understand that there are lots of different countries in the world. eg oceans	Geography: Place/location knowledge – Begin to understand that there are lots of different countries in the world. eg oceans
	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	Technology Area Ipads Interactive whiteboard
Understanding the World: Technology	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area
	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras
Expressive Art & Design	Music: I’ve got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in the some of the songs and warm ups, but we’ll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?	Music: I’ve got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in the some of the songs and warm ups, but we’ll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?	Music: I’ve got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in the some of the songs and warm ups, but we’ll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?	Music: I’ve got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in the some of the songs and warm ups, but we’ll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?	Music: I’ve got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in the some of the songs and warm ups, but we’ll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?	Music: I’ve got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in the some of the songs and warm ups, but we’ll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?	Music: I’ve got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in the some of the songs and warm ups, but we’ll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?
	DT: Food: Fruit kebabs 3D form: build a boat that can float			Art: Painting: Monet inspired water lily paintings using sponge.	Art: Drawing: Pond animals	DT: Structure: Under the sea	
	Junk Modelling (CP) Creative Table (CP)	Junk Modelling (CP) Creative Table (CP)	Junk Modelling (CP) Creative Table (CP)	Junk Modelling (CP) Creative Table (CP)	Junk Modelling (CP) Creative Table (CP)	Junk Modelling (CP) Creative Table (CP)	Junk Modelling (CP) Creative Table (CP)
	Dance & Gymnastics	Dance & Gymnastics	Dance & Gymnastics	Dance & Gymnastics	Dance & Gymnastics	Dance & Gymnastics	Dance & Gymnastics

