

Oswald Road

Nursery Summer 2 Medium term plan: Water

Themes/In terests/Lin es 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 Why Water's Worth It	Over and under the pond	Life cycle of a Frog	Nosy Crow - Seaside Listen Seaside With a maxing real-life sounds! Marton Bills	Sharing a shell
Shared Read Texts	Clean up	Little Cloud Little Cloud by Eric Carle	Once upon a rain drop Once Upon Raindrop	A river	Growing frogs (Vivian French) Growing Frogs Vivian Franch	Splash Anna Habiscus	Sally and the limpet SIMON JAMES Sally and the Limpet A Limpet have in by the for
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 understand ing/ 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 Developme		Jigsaw: Changing Me Bodies	Jigsaw: Changing Me Respecting my body	Jigsaw: Changing Me Growing up	Jigsaw: Changing Me Growth and change	Jigsaw: Changing Me Fun and fears	Jigsaw: Changing Me Celebrations
nt	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	Class Charter/Rights Respecting Articles

Physical
Developme
nt: 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

(to note: not all PE Passport is followed in this unit due to being too focused on context not content)

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 skill, and the ability to develop to jump in different ways and ensure that they can land safely. By the end of the unit, children will:

- 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.

Outdoor Area

Fundamental skills with PE | Fundamental skills with coach Yoga

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Outdoor Area

Physical Developme nt: 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.	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.	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.	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.	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.	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.	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)	Penpals Letter formation (name writing)	Penpals Letter formation (name writing)	Penpals Letter formation (name writing)			
	Lunch time (knives, forks and spoons)						
Physical Developme nt: 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

Literacy: Comprehen sion & word	Storytime and shared reads - based 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.	Storytime and shared reads - based 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.	Storytime and shared reads - based 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.	Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.
reading	Talk about different parts of books	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.	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.	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.	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.	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.	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.	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.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.
	phonics Essential Letters and sounds	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	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	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	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	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	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
	Phase 2 soft touch: Sound of the week - M Recognising own names	Essential Letters and sounds Phase 2 soft touch: Sound of the week - D	Essential Letters and sounds Phase 2 soft touch: Sound of the week - G	Essential Letters and sounds Phase 2 soft touch: Sound of the week - O	Essential Letters and sounds Phase 2 soft touch: Sound of the week - C, K, CK	Essential Letters and sounds Phase 2 soft touch: Sound of the week - E	Essential Letters and sounds Phase 2 soft touch: Sound of the week - U
		i	1	i	Decognicing own names	Decognicing own names	Decognicing own names

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.	and out), malleable area and funky fingers - encourage	Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.	Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.	Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.	Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.	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 – eq writing a list of transport?	writing - in focused group times, independent in CP and outside.	Name writing and emergent writing - in focused group times, independent in CP and outside. Focus literacy/ Mark-	Name writing and emergent writing - in focused group times, independent in CP and outside. Focus literacy/ Mark- making -	Name writing and emergent writing - in focused group times, independent in CP and outside. Focus literacy/ Mark- making -	Name writing and emergent writing - in focused group times, independent in CP and outside. Focus literacy/ Mark- making - 2	Name writing and emergent writing - in focused group times, independent in CP and outside. Focus literacy/ Mark- making - 2
	Daily morning independent name tracing/copying - all children each day	Daily morning independent	making - ? Daily morning independent name tracing/copying - all children each day	Daily morning independent name tracing/copying - all children each day	Daily morning independent name tracing/copying - all children each day	Daily morning independent name tracing/copying - all children each day	Daily morning independent name tracing/copying - all children each day
Mathematic s	Consolidation – Sequencing: Children put familiar events in the correct order. Consolidation - Position: Children recap the vocabulary on, under, in, out, in front of and behind. Consolidation – More or Fewer: Children compare two sets of objects and say which has more and which has fewer.	pairs of numbers that make up number 3. Composition of 4: Children explore the different pairs of numbers that make up number 4. Number Composition: Children recap the different pairs of numbers that make up 3, 4 or 5.	What Comes After? Children explore jumping along the number line to find what comes after What Comes After? Children count along the number track and fill in the missing number by identifying the numbers that comes after the numbers they know. What Comes After? Children sequence numerals to 5 by identifying what comes after each number	What Comes Before? Children jump back along a number track to find the number that comes before a given number. What Comes Before? Children identify the missing number on a number track by identifying what number comes before a given number. What Comes Before? Children sequence numerals by counting backwards along a number line and identifying what comes before	Numbers to 5: Children count how many objects there are in a set and identify if there are enough of each object for everyone. Numbers to 5: Children work out what number is represented by different counting cards and then sequence them. Numbers to 5: Children complete mazes by working their way through the numerals in the correct order.	Consolidation – Shape Patterns: Children describe patterns made up of 2-D and 3-D shapes. Consolidation – More or Fewer: Children identify which has more and which has fewer out of two sets of objects.	Consolidation – What Comes Before or After? Children use a number line to help them identify what comes before or after a given number up to 5. Consolidation – Composition: Children explore the composition of number 5, through the song '5 Green Bottles'.
Understand ing the world: Past and present					History: • Begin to make sense of their own life-story and family's history.	History: • Children to ask questions about what their parents/grandparents did when they were young and compare this to how we live today.	
Understand ing of the World: People, Culture & Communiti es	RE: Special Books, Stories, The Natural World	RE: Special Books, Stories, The Natural World	RE: Special Books, Stories, The Natural World	RE: Special Books, Stories, The Natural World	RE: Special Books, Stories, The Natural World	RE: Special Books, Stories, The Natural World	RE: Special Books, Stories, The Natural World

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Understand ing of the World: World		Living things with habitats - tadpoles Chemistry — Everyday materials Properties and changes of materials - water States of matter Physics — Electricity - CP technology toys Geography:	toys Geography: Physical –	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: Place/locational knowledge — Begin to understand that there are lots of different countries in the world. eg oceans	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: Place/locational knowledge – Begin to understand that there are lots of different countries in the world. eg oceans	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: Place/locational knowledge — Begin to understand that there are lots of different countries in the world. eg oceans
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Technology	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:	- Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area Enhancements – in Technology Area:	and pulleys Toys with buttons and flaps Microphones - Music area Enhancements - in Technology 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:	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:	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:	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:
	IpadsBattery operated toysBeebotsRemote control toysHeadphonesChildren's cameras	IpadsBattery operated toysBeebotsRemote control toysHeadphonesChildren's cameras	 Ipads Battery operated toys Beebots Remote control toys Headphones Children's cameras 	IpadsBattery operated toysBeebotsRemote control toysHeadphonesChildren's cameras	 Ipads Battery operated toys Beebots Remote control toys Headphones Children's cameras 	 Ipads Battery operated toys Beebots Remote control toys Headphones Children's cameras 	 Ipads Battery operated toys Beebots Remote control toys Headphones Children's cameras
Expressive Art & Design	different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we	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	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?	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	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	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	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?
	3D form: build a boat that can float Junk Modelling (CP) Creative Table (CP)	Junk Modelling (CP) Creative Table (CP) Dance & Gymnastics	Junk Modelling (CP) Creative Table (CP) Dance & Gymnastics	Art: Painting: Monet inspired water lily paintings using sponge. Junk Modelling (CP) Creative Table (CP)	Art: Drawing: Pond animals Junk Modelling (CP) Creative Table (CP) Dance & Gymnastics	DT: Structure: Under the sea Junk Modelling (CP) Creative Table (CP) Dance & Gymnastics	Junk Modelling (CP) Creative Table (CP) Dance & Gymnastics
	Dance & Gymnastics			Dance & Gymnastics			