

Appletree Gardens First School Medium Term Planning

Nursery Summer 2 - Let's Explore



In Personal, Social & Emotional Development we will:

Self-Regulation

- Develop appropriate ways of being assertive.
- Initiate simple plans to resolve conflict such as offering to go second or passing over a resource.
- Use self calming spontaneously.

Managing Self

- Follow rules without reminders.

Building Relationships

- Articulate simple rules to other children.
- Use a wider range of adjectives to describe feelings of friends and characters in books and films.
- Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe.
- Take a role in domestic play and speak from another point of view.

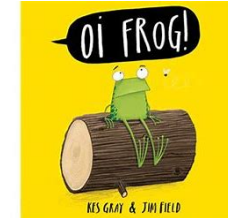
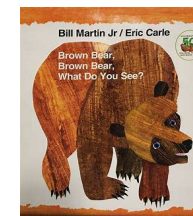
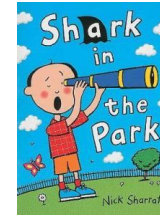
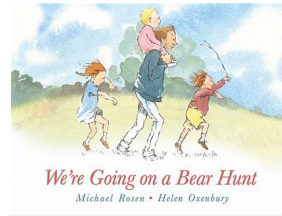
JIGSAW 6 - Changing Me:

1. They can name parts of their body and show respect for themselves.
2. They can tell you some things they can do and some food they can eat to be healthy.
3. They understand that they all start as babies and grow into children and then adults.
4. They know that they grow and change.
5. They can talk about how they feel moving to School from Nursery.
6. They can remember some fun things about Nursery this year.

Key Vocabulary

Rules, respect, listen, calm, feeling, family, friends, think, kind, healthy

Which books will help children secure and think more deeply about the knowledge in this block?



In Literacy we will:

Comprehension

- Name and locate favourite books and give very brief descriptions of plot elements or characters.
- Re-enact very short excerpts from favourite texts using puppets or small world figures.
- Use the structure of the text to anticipate when to join in.
- Suggest what might happen next in unfamiliar books, drawing on the plot so far.
- Have a repertoire of known rhymes.
- Complete a phrase with the final rhyming word.

Word Reading

- Notice very familiar letter symbols in the environment such as letters from their name.
- Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers.
- Recognise further examples of environmental print from the immediate locality.

Writing

- Use imitative writing during role play.
- Write symbols in an order which approximate to their name.
- Create a range of marks with different tools and talk about their purpose.
- Make marks, including strings of symbols for others and ascribe meaning to them.

Key Vocabulary

Who, What, Where, When, story, character, page, read, write, draw, choices, scared, mean, kind

In Physical Development we will:

Gross Motor Skills

- Drive ride on toys at speed, using the pedals and steering round obstacles.
- Travel on a Balance Bike - moving and stopping with more control.
- Collaborate with others to transport large items safely.
- Compete in a simple challenge with adult support.
- Copy adults to move in a variety of ways.
- Play 'Follow My Leader' in a small group, imitating a range of gross motor movements.

Fine Motor Skills

- Use a comfortable, effective pencil grip to make marks, including enclosed spaces.
- Repeat the same mark making movement with control and ascribe meaning to marks.
- Follow a tooth brushing routine.
- Attempt some very simple fastenings when helping an adult with dressing and undressing.

P.E. Move with Zip Active - Underwater Explorer Unit::

- Agility - travelling in different directions, jumping forwards & backwards
- Balance - core stability, static & dynamic balance
- Coordination & control - picking up & putting down, rolling with hand & stopping with hand / foot

Squiggle While You Wiggle:

- Practise making marks using a variety of tools.
- Introduce HUMPS
- Re-visit circles, lines, humps, Continue to practise anti-clockwise circles and re-tracing single lines.

Key Vocabulary

Walk, run, jump, hop, high, low, move, climb, throw, catch, kick, swing, spin, roll, cut, snip, build, balance,

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<p><u>In Communication and Language we will:</u></p> <p><u>Listening, Attention & Understanding</u></p> <ul style="list-style-type: none"> ● Follow two part instructions. ● Comment on books as they are being read. ● Ask and answer why questions. ● Practise our listening by being a Talk Partner <p><u>Speaking</u></p> <ul style="list-style-type: none"> ● Able to talk about events now and in the past using appropriate tenses. ● Use talk to organise play, assigning roles, directing others, choosing resources. ● Generate and complete causative sentences. ● Begin to “read along” with very familiar books. ● Have favourite books. ● Know a wider range of rhymes. <p><u>PHONICS - Stage 1:</u></p> <p><u>Aspect 7 - Oral Blending and Segmenting:</u></p> <ul style="list-style-type: none"> ● Develop oral blending and segmenting of sounds in words ● Listen to sounds within words and remember them in the order in which they occur ● Talk about the different sounds that make up words ● Hears syllables in words <p><u>Aspect 4 - Explore and celebrate Nursery Rhymes and rhyming stories.</u></p> <p><u>Aspect 5 - ‘Drip feed’ hearing initial sounds by regularly bouncing or stretching the sounds at the beginning of words and the children’s names. Explore alliteration in children’s literature.</u></p> <p><u>Key Vocabulary</u> what, talk, speak, listen, share, conversation, rhyme, sound, hear</p>	<p><u>In Mathematics we will:</u></p> <p><u>Number / Numerical Patterns</u></p> <ul style="list-style-type: none"> ● Link numerals to sets within 5. ● Use a few of their own symbols and marks to represent mathematical experiences. ● Predict changes in amounts in stories and rhymes, counting forwards and backwards ● Verbally count to 10. ● Recognise numerals 0-5. <p><u>Shape, Space & Measures</u></p> <ul style="list-style-type: none"> ● Combine 2D and 3D shapes to make new shapes and narrate the effects created. ● Correct an error in an ABAB pattern. ● Participate accurately in ABAB repeated patterns of actions. ● Talk about things that have already happened and things that are going to happen. <p><u>Key Vocabulary</u> Subatise, count, compare, size, how many, how much, big, small, tall, little.</p> <p><u>NUMBER TALK FOCUS:</u> Shared Thinking / Shared Visualising / Shared Modelling / Shared Strategies</p>	<p><u>In Understanding the World we will:</u></p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> ● Talk about how people change over time. ● Recognise self in baby photographs and relate simple family stories about babyhood. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> ● Describe and enact some of the roles of community figures <p><u>The Natural World</u></p> <ul style="list-style-type: none"> ● Answer closed and anticipatory questions in simple adult led experiments about the properties of materials. ● Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings. <p><u>Through Forest School & Gardening:</u></p> <ul style="list-style-type: none"> ● Plant seeds and care for growing plants. ● Understand the key features of the life cycle of a plant and an animal. Narrate a stage at a time the way a growing plant or animal is changing. <p><u>Technology</u></p> <ul style="list-style-type: none"> ● I can use a range of digital equipment and understand its uses. ● I can explore water play using a range of resources (low technology - water and washing). ● I can show skill when making toys work. ● I know that information can be received from digital devices. <p><u>Key Vocabulary</u> Family, baby, history, plant, animal, grow, adult, grandparent, past, present, future, yesterday, today, tomorrow</p>
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<p><u>In Expressive Arts and Design we will:</u></p> <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> ● Use mark making tools to make very simple representational drawings. ● Use a range of simple tools with control <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> ● Generate simple stories inspired by props. ● Create original stories with small world figures, including dialogue. ● Accurately match instrumental sounds to familiar percussion instruments. ● Know by heart most of the words of simple repetitive songs and melodic nursery rhymes. ● Plays instruments with increasing control to express their feelings and ideas. <p><u>Key Vocabulary</u> Draw, paint, colour, what, explain, sing, song, nursery rhyme, dance, actions, move, pretend</p>	<p><u>How will we enhance our curriculum with FOREST SCHOOL:</u></p> <ul style="list-style-type: none"> ● Building with woodland resources ● bear hunts using craft made magnifying glasses ● learning out space through bear stories and looking at the bear constellation ● Using ice in play (polar bear week) to enhance imaginative play in the mud kitchen, potion station and for rolling. What happens when it melts? ● Looking at pond life and using magnifying glasses to look closely <p><u>Key Vocabulary</u> Coil, buzz, busy, spin, slide, slime, hide, protect</p>	<p><u>How will we enhance our continuous provision to extend learning through independent enquiry?</u></p> <ul style="list-style-type: none"> ● Role Play - ● Outdoors - small world area, large Numicon pieces ● Lining up - numbers on fence ● Print on Display - familiar signs <p>KEY VOCABULARY - Displayed around Nursery to ensure consistency from adults when playing and modelling with the children.</p>
<p><u>We will involve our families in our learning by:</u></p> <ul style="list-style-type: none"> ● Home Learning Tasks ● Open communication every morning and afternoon at the Nursery door. ● Seesaw - Sharing learning in school, providing ideas for consolidating learning at home, Email facility with parents. ● Father’s Day Forest School 	<p><u>The strategies to support our most vulnerable learners are:</u></p> <ul style="list-style-type: none"> ● ‘Donut Planning’ - Use to target speaking and listening skills. ● SALT Referrals completed for: [REDACTED] 	<p><u>Which visits, visitors and experiences will we organise to help secure children’s knowledge:</u></p> <ul style="list-style-type: none"> ● Trip to Monkseaton Library ● Trip to Churchill Park

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Forest School Friday	Plan - do- review Developing play based C&L skills Bear hunt and building skills	Plan - do- review Developing play based C&L skills Fathers day- polar bear marshmallows over fire	Plan - do- review Developing play based C&L skills Star bear Ursa Major	Plan - do- review Developing play based C&L skills Make magnifying glasses to find Eddy, the missing bear	Plan - do- review Developing above skills and play based C&L skills Free Skills week	Plan - do- review Developing above skills and play based C&L skills	
Home/School Links		What things can you see on your way to school?	Make a paper telescope - what can you see through it?	Rhyming games	Any feedback / questions about the transition visits?	Brown Bear Story Map	

