

Oswald Road

Nursery Summer 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	Farm yard Farm yard Hullabaloo Gills Indrew & David Westers	On the farm PELLO, WS-RLD ON THE FAR IN MCDenald	Hungry Caterpillar THE VERY HUNGRY CATERPILLAR by Eco Cade	Jaspers Beanstalk JASPER'S BEANSTALK Nick Butterworth and Mick Inligen	We found a seed (Rob Ramsden) We found a seed (Rob Ramsden)
Shared Read Texts	The most exciting Eid	Farmer Duck Martin Wadell - Relen Ovenbury	Rosie's Walk By PAT HUTCHINS ROSIE'S WALK BY PAT HUTCHINS	Christopher Nibbles Caterpillars CHRISTOPHES CHRISTOPHE	Time for bed Fred Time for Bed, Fred!	My Nanas Garden (Dawn Casey) Boe Care 8 June Commer, Tuby
Enrichment	Butterfly hatching 18/04 Eid 21/04	Eid party 24.04 Visit to Smithills Farm 26/04/23	Polling day 02.05	Tuesday 7th May - parent stay and play with butterfly release?	Creative stay and play?	
CL: Listening, attention and understanding / Speaking	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, Jigsaw: Relationships	Jigsaw: Relationships	Jigsaw: Relationships	Jigsaw: Relationships	Jigsaw: Relationships	Jigsaw: Relationships
Social & Family life Emotional	Friendships	Breaking friendships	Falling out	Dealing with bullying	Being a good friend
Development 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 Development: Gross Motor Fundamental skills with PE coad Stability (S1) Balance on one leg whilst still Maintain balance whilst moving slo Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balance on one leg Push down up forward backward an high Dance: Toys Objectives: This unit will focus on the children being able to use their own though and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will Use my body and create and express simple theme related shap movements and actions. Travel safely and creatively in space. Show different levels when I trav Communicate effectively with a partner. Use pictures to create shapes, movements and actions. Remember and perform a basic sequence of movement when led b teacher. Outdoor Area	coach Stability (S1) Balance on one leg whilst still Maintain balance whilst moving slowly Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balancing on one leg Push down up forward backward and high Pull down up forward backward and high Dance: Toys Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will: • Use my body and create and express simple theme related shapes, movements and actions. • Travel safely and creatively in space. • Show different levels when I travel. • Communicate effectively with a	and high Dance: Toys Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will: Use my body and create and express simple theme related shapes, movements and actions. Travel safely and creatively in space. Show different levels when I travel. Communicate effectively with a partner. Use pictures to create shapes, movements and actions.	Picking something up whilst balancing on one leg Push down up forward backward and high Pull down up forward backward and high Dance: Toys Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will: Use my body and create and express simple theme related shapes, movements and actions. Travel safely and creatively in space. Show different levels when I travel. Communicate effectively with a partner. Use pictures to create shapes, movements and actions. Remember and perform a basic	Stability (S1) Balance on one leg whilst still Maintain balance whilst moving slowly Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balancing on one leg Push down up forward backward and high Pull down up forward backward and high Dance: Toys Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will: Use my body and create and express simple theme related shapes, movements and actions. Travel safely and creatively in space. Show different levels when I travel. Communicate effectively with a partner. Use pictures to create shapes, movements and actions. Remember and perform a basic	Fundamental skills with PE coach Stability (S1) Balance on one leg whilst still Maintain balance whilst moving slowly Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balancing on one leg Push down up forward backward and high Dance: Toys Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will: Use my body and create and express simple theme related shapes, movements and actions. Travel safely and creatively in space. Show different levels when I travel. Communicate effectively with a partner. Use pictures to create shapes, movements and actions. Remember and perform a basic sequence of movement when led by a teacher. Outdoor Area

				T		
Physical	Outdoor equipment					
Development:	Pencil grip & control					
Fine Motor	Mark making and name					
Tille Motor	writing/emergent writing					
	Dough disco					
	Mark-making to music					
	Funky fingers area					
	One-handed tools in provision areas	One-handed tools in provision areas	One-handed tools in provision	One-handed tools in provision areas	One-handed tools in provision areas	One-handed tools in provision areas
	and in group times Toileting	and in group times Toileting	areas and in group times Toileting	and in group times Toileting	and in group times Toileting	and in group times Toileting
	Hand washing					
	Brush bus/healthy teeth area Dressing		Brush bus/healthy teeth area	Brush bus/healthy teeth area Dressing		Brush bus/healthy teeth area Dressing
	with increasing independence –	Dressing with increasing	Dressing with increasing	with increasing independence –	with increasing independence –	with increasing independence –
	coats/dressing up.	independence – coats/dressing up.	independence – coats/dressing up.	coats/dressing up.	coats/dressing up.	coats/dressing up.
	Malleable area					
	Penpals	Penpals	Penpals	Penpals	Penpals	Penpals
	Letter formation (name writing)					
	Lunch time (knives, forks and spoons)					
		эроопзу	Spoonsy			
Physical	PE	PE	PE	PE	PE	PE
Development:	Gym - Travelling, Stopping and	Dance - Toys	Gym - Travelling, Stopping and	Dance - Toys	Gym - Travelling, Stopping and	Dance - Toys
Health	Making Shapes	Snack time	Making Shapes	Snack time	Making Shapes	Snack time
Health	Snack time	Tooth brushing	Snack time	Tooth brushing	Snack time	Tooth brushing
	Tooth brushing	Toileting	Tooth brushing	Toileting	Tooth brushing	Toileting
	Toileting	Washing hands	Toileting	Washing hands	Toileting	Washing hands
	Washing hands		Washing hands		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.	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.
	Talk about different parts of books					
	Story times – encouraging			Story times - encouraging	Story times - encouraging	Story times - encouraging
	conversations about stories and	Story times - encouraging	Story times - encouraging	conversations about stories and	conversations about stories and	conversations about stories and
	understanding concepts about print	conversations about stories and	conversations about stories and	understanding concepts about print	understanding concepts about print	understanding concepts about print
	– page sequencing, print has	understanding concepts about	understanding concepts about	- page sequencing, print has	– page sequencing, print has	- page sequencing, print has
	meaning, reading English left-right	print - page sequencing, print has	print - page sequencing, print has	meaning, reading English left-right	meaning, reading English left-right	meaning, reading English left-right
	and top-bottom, print has different	meaning, reading English left-	meaning, reading English left-	and top-bottom, print has different	and top-bottom, print has different	and top-bottom, print has different
	purposes.	right and top-bottom, print has different purposes.	right and top-bottom, print has different purposes.	purposes.	purposes.	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.			
	Letters and Sounds Phase 1			Letters and Sounds Phase 1 phonics	Letters and Sounds Phase 1 phonics	Letters and Sounds Phase 1 phonics
	Recap –	Letters and Sounds Phase 1 phonics		Recap –	Recap –	Recap –
	 Environmental sounds Body percussion	Recap –	phonics	 Environmental sounds Body percussion	Environmental soundsBody percussion	Environmental soundsBody percussion
	Voice sounds	 Environmental sounds Body percussion	Recap – • Environmental sounds	Voice sounds	Voice sounds	Voice sounds
	Instrumental sounds	Voice sounds	Body percussion	Instrumental sounds	Instrumental sounds	Instrumental sounds
	 Clapping and 	Instrumental sounds	Voice sounds	Clapping and	Clapping and	Clapping and
	counting syllables	Clapping and	Instrumental sounds	counting syllables	counting syllables	counting syllables
	 Recognising words with same initial sounds 	counting syllables	Clapping and	Recognising words with same initial sounds	• Recognising words with same initial sounds	Recognising words with same initial sounds
	Spotting and suggesting rhymes	Recognising words with same initial sounds	counting syllables • Recognising words with same	Spotting and suggesting rhymes	Spotting and suggesting rhymes	Spotting and suggesting rhymes
	Introduce –	Spotting and suggesting rhymes	initial sounds	Introduce –	Introduce –	Introduce –
	Oral blending and segmenting	Introduce –	Spotting and suggesting rhymes	Oral blending and segmenting	Oral blending and segmenting	Oral blending and segmenting
	phonics	Oral blending and segmenting	Introduce –	phonics	phonics	phonics
	Facestial Latters and accords Discus 2	phonics	Oral blending and segmenting		Formatical Letters and county Dhage 2	Farankal Latterra and assende Discos 2
	Essential Letters and sounds Phase 2 soft touch:	Facestial Latters and accorde Discour	phonics	Recognising own names	Essential Letters and sounds Phase 2 soft touch:	Essential Letters and sounds Phase 2 soft touch:
	Sound of the week - S	Essential Letters and sounds Phase 2 soft touch:	Essential Letters and sounds Phase	Recognising own names	Sound of the week - I	Sound of the week - N
		Sound of the week - A	2 soft touch:	Essential Letters and sounds Phase 2		
	Recognising own names		Sound of the week - T	soft touch:	Recognising own names	Recognising own names
		Recognising own names		Sound of the week - P		
			Recognising own names			
Literacy:	Early writing					
Writing	Literacy - exploring mark-making					
	areas (indoor and out), malleable					
	area and funky fingers - encourage	area and funky fingers -	area and funky fingers -	area and funky fingers - encourage	area and funky fingers - encourage	area and funky fingers - encourage
	gross and fine motor skills.	encourage gross and fine motor skills.	encourage gross and fine motor skills.	gross and fine motor skills.	gross and fine motor skills.	gross and fine motor skills.
	Name writing and emergent writing – in			Name writing and emergent writing - in	Name writing and emergent writing – in	Name writing and emergent writing – in
	focused group times, independent in CP	Name writing and emergent writing -	Name writing and emergent writing -	focused group times, independent in CP	focused group times, independent in CP	focused group times, independent in CP
	and outside.	in focused group times, independent		and outside.	and outside.	and outside.
		in CP and outside.	in CP and outside.			
	Focus literacy/ Mark- making			Focus literacy/ Mark- making	Focus literacy/ Mark- making	Focus literacy/ Mark- making
		Focus literacy/ Mark- making	Focus literacy/ Mark- making			
	Daily morning independent name			Daily morning independent name	Daily morning independent name	Daily morning independent name
	tracing/copying - all children each	Daily morning independent name	Daily morning independent name	tracing/copying - all children each	tracing/copying - all children each	tracing/copying - all children each
	day	tracing/copying - all children each		day	day	day
		day	each day			

Mathematics	Consolidation – Length: Children say which objects are longer or taller and shorter.	Sequencing: Children sequence pictures from a nursery rhyme	Position – On and Under: Children place an object on or under a chair, a table etc.	Comparing Groups – More Than: Children look at two sets of objects and say which set has more.	2-D Shapes - Circles: Children learn to identify circles and they begin to learn some properties of a circle.	3-D Shapes – Cubes and Cuboids: Children identify cubes and cuboids and begin to talk about some of their properties.
	Consolidation – Mass: Children say which objects are heavier and which are lighter. Consolidation – Capacity:	Sequencing: Children sequence pictures from their daily routine. Sequencing:	Position – In and Out: Children explore whether an object is in or out of a basket, bag etc Position – In Front or Behind:	Comparing Groups – Fewer Than: Children look at two sets of objects and say which set has fewer Comparing Groups – More Than and	2-D Shapes – Triangles: Children learn to recognise triangles and begin to learn some of the properties of a triangle.	3-D Shapes - Cylinders: Children learn to recognise cylinders and begin to talk about some of their properties.
	Children compare the capacity of different containers	Children sequence pictures from a familiar story.	Children explore whether the gingerbread man is in front of or behind different animals.	Fewer Than: Children look at two sets of objects and identify which set has more and which set has fewer.	2-D Shapes - Rectangles: Children learn to recognise rectangles. They learn that a square is a special rectangle. They learn some of the properties of a rectangle.	3-D Shapes - Spheres: Children learn to recognise spheres and begin to talk about some of their properties.
Understandin g the world: Past and present				Children to talk about family pets. Have you had one? Do you have one now? Would you like to have one in the future?	Children to talk about family pets. Have you had one? Do you have one now? Would you like to have one in the future?	
Understandin g of the World: People, Culture & Communities	RE: Our community Eid al-Fitr	RE: Our community Eid al-Fitr - Eid party	RE: Our community	RE: Our community	RE: Our community	RE: Our community
Understandin g of the World: World	Science: Biology – Animals including humans – Caterpillars	Science: Biology – Animals including humans – Caterpillars	Science: Biology – Animals including humans – Caterpillars	Science: Biology – Animals including humans – Caterpillars	Science: Biology – Animals including humans – Caterpillars	Science: Biology – Animals including humans – Caterpillars
	Physics – Seasonal changes	Physics – Seasonal changes				
Understandin g the World: Technology	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
	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

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•	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	,	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	. ,	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		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
	associated with TV auditions, pop	is associated with TV auditions, pop		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	, , , , , , , , , , , , , , , , , , ,	stars, and celebrities, we want to	stars, and celebrities, we want to	stars, and celebrities, we want to
	emphasise the importance of enjoying music for music's sake! There's so	enjoying music for music's sake!	celebrities, we want to emphasise	emphasise the importance of enjoying music for music's sake! There's so	music for music's sake! There's so	emphasise the importance of enjoying music for music's sake! There's so
		There's so much joy to be found in	the importance of enjoying music for music's sake! There's so much			much joy to be found in taking part in
	ensembles, singing together, and	taking part in ensembles, singing		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.	freedom in playing freely through	improvisation. Having fun making	improvisation. Having fun making	improvisation. Having fun making
		Having fun making music can have	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	a huge impact on the cohesion of	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.	your 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.
	Weilbeing of the children	children.	wellbeing of the children.	Wendering of the children	Wendering of the chinarem	Wendering of the chinarem
		Cimaretti	Wendering of the children			
	DT: Structure:	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	, ,	, 3	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			
	Danca & Cumpactics					
	Dance & Gymnastics					
FI C PI	Division de la contraction de	Discount of the state of the st	Discount of the state of the st	Discording to the second second	Discount of the second	
ELS Phonics	Phase 1 activities continued.	Phase 1 activities continued.	Phase 1 activities continued.	Phase 1 activities continued.	Phase 1 activities continued.	Phase 1 activities continued.
	Phase 2 - `e' .	Phase 2 - `u' .	Phase 2 - `r' .	Phase 2 - 'h' .	Phase 2 - 'b'.	Phase 2 - `f' .