

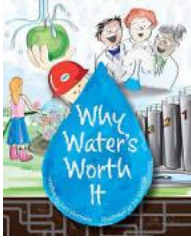


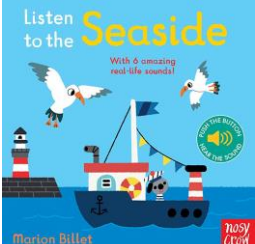

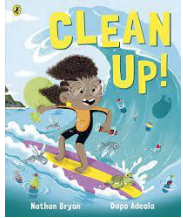
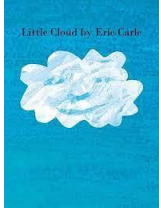
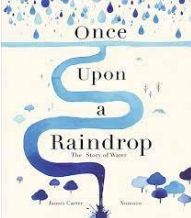

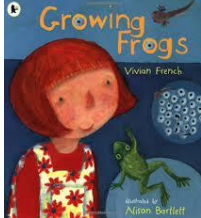
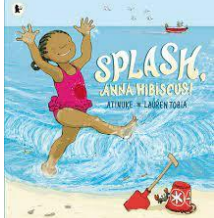
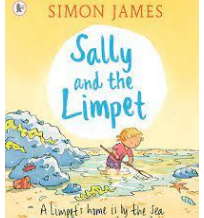


Oswald Road

*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
<b>Quality Texts</b>	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 
<b>Shared Read Texts</b>	Clean up 	Little Cloud 	Once upon a rain drop 	A river 	Growing frogs (Vivian French) 	Splash Anna Habiscus 	Sally and the limpet 
<b>Enrichment</b>	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
<b>CL: Listening, attention and understanding/ Speaking</b>	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
<b>Personal, Social &amp; Emotional Development</b>	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

<b>Physical Development: Gross Motor</b>	<b>Fundamental skills with Keiran:</b> Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Gym - Travelling, Stopping and Making Shapes.	<b>Fundamental skills with Keiran:</b> Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Dance - Toys	<b>Fundamental skills with Keiran:</b> Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Gym - Travelling, Stopping and Making Shapes	<b>Fundamental skills with Keiran:</b> Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Dance - Toys	<b>Fundamental skills with Keiran:</b> Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Gym - Travelling, Stopping and Making Shapes	<b>Fundamental skills with Keiran:</b> Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Dance - Toys	<b>Fundamental skills with Keiran:</b> Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Gym - Travelling, Stopping and Making Shapes
<b>Physical Development: Fine Motor</b>	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)
<b>Physical Development: Health</b>	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



<b>Literacy: Writing</b>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>
<b>Mathematics</b>	<p>Number composition 1 - 5 Revision</p>	<p>Number composition 1 - 5</p> <p>What comes after?</p>	<p>What comes before?</p>	<p>Numbers to 5</p>	<p>Consolidation / Activity week summer</p>	<p>Consolidation / Activity week summer</p>	<p>Consolidation / Activity week summer</p>
<b>Understanding the world: Past and present</b>					<p>History:</p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	<p>History:</p> <ul style="list-style-type: none"> <li>• Children to ask questions about what their parents/grandparents did when they were young and compare this to how we live today.</li> </ul>	
<b>Understanding of the World: People, Culture &amp; Communities</b>	<p>RE: Special Books, Stories, The Natural World</p>	<p>RE: Special Books, Stories, The Natural World</p>	<p>RE: Special Books, Stories, The Natural World</p>	<p>RE: Special Books, Stories, The Natural World</p>	<p>RE: Special Books, Stories, The Natural World</p>	<p>RE: Special Books, Stories, The Natural World</p>	<p>RE: Special Books, Stories, The Natural World</p>

<b>Understanding of the World:</b> <b>World</b>	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.	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.	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/location 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/location 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/location 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/location knowledge – Begin to understand that there are lots of different countries in the world. eg oceans
<b>Understanding of the World:</b> <b>Technology</b>	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  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	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  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	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  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	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  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	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  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	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  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	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  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras

<b>Expressive Art &amp; Design</b>	<p>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?</p> <p>DT: Food: Fruit kebabs 3D form: build a boat that can float</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>	<p>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?</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>	<p>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?</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>	<p>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?</p> <p>Art: Painting: Monet inspired water lily paintings using sponge. Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>	<p>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?</p> <p>Art: Drawing: Pond animals Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>	<p>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?</p> <p>DT: Structure: Under the sea Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>	<p>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?</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>
<b>ELS Phonics</b>	<p>Phase 1 activities continued. Phase 2 - 'i' .</p>	<p>Phase 1 activities continued. Phase 2 - 'j' .</p>	<p>Phase 1 activities continued. Phase 2 - 'v' .</p>	<p>Phase 1 activities continued. Phase 2 - 'w' .</p>	<p>Phase 1 activities continued. Phase 2 - 'x' .</p>	<p>Phase 1 activities continued. Phase 2 - 'y' .</p>	<p>Phase 1 activities continued. Phase 2 - 'z' .</p>