

Oswald Road

Nursery Summer 2 Medium term plan: Water

Themes/Int erests/Line s 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 to the With a maring marion Billet	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 Growing Frogs Vivian French	Splash Anna Habiscus	Sally and the limpet SIMON JAMES 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 understandi ng/ 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	Fundamental skills with Keiran:	Fundamental skills with Keiran:	Fundamental skills with Keiran:	Fundamental skills with Keiran:	Fundamental skills with Keiran:	Fundamental skills with Keiran:	Fundamental skills with Keiran:
nt: Gross Motor	Yoga	Yoga	Yoga	Yoga	Vo. s.s.	Yoga	Yoga
	Perform a butterfly pose, lion pose, tree pose and downward dog	Perform a butterfly pose, lion pose, tree pose and downward dog	Perform a butterfly pose, lion pose, tree pose and downward dog	Perform a butterfly pose, lion pose, tree pose and downward dog	Yoga Perform a butterfly pose, lion pose, tree pose and downward	Perform a butterfly pose, lion pose, tree pose and downward dog	Perform a butterfly pose, lion pose, tree pose and downward dog
	Pose and hold in specific ways	Pose and hold in specific ways	Pose and hold in specific ways	Pose and hold in specific ways	dog	Pose and hold in specific ways	Pose and hold in specific ways
	Stretch high and maintain balance	Stretch high and maintain balance	Stretch high and maintain balance	Stretch high and maintain balance	Pose and hold in specific ways	Stretch high and maintain balance	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.	(to note: not all PE Passport is followed in this unit due to being too focused on context not content) Dance - Toys	(to note: not all PE Passport is followed in this unit due to being too focused on context not content)	(to note: not all PE Passport is followed in this unit due to being too focused on context not content) Dance - Toys	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	(to note: not all PE Passport is followed in this unit due to being too focused on context not content) Dance - Toys	(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
			Gym - Travelling, Stopping and Making Shapes		Making Shapes		
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. Malleable area	areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up. Malleable area	coats/dressing up. Malleable area	areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up. Malleable area	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	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	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	Penpals Letter formation (name writing)	Penpals Letter formation (name writing)	Penpals Letter formation (name writing) Lunch time (knives, forks and	Penpals Letter formation (name writing) Lunch time (knives, forks and	Penpals Letter formation (name writing) Lunch time (knives, forks and	Penpals Letter formation (name writing) Lunch time (knives, forks and
	spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	spoons)	spoons)	spoons)	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 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.	Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.
	Talk about different parts of books	Talk about different parts of books	Talk about different parts of books	Talk about different parts of books	Talk about different parts of books	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 topbottom, 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 topbottom, 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.
	Letters and Sounds Phase 1 Recap —	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
					Docognicing own names	Docognicing own names	Docognicing 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.		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.	independent in CP and outside.	Name writing and emergent writing – in focused group times, independent in CP and outside.	Name writing and emergent writing - in focused group times, independent in CP and outside.	Name writing and emergent writing - in focused group times, independent in CP and outside.	Name writing and emergent 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- making Daily morning independent name tracing/copying - all children each day	Focus literacy/ Mark- making Daily morning independent name tracing/copying - all children each day	Focus literacy/ Mark- making Daily morning independent name tracing/copying - all children each day	Focus literacy/ Mark- making Daily morning independent name tracing/copying - all children each day	Focus literacy/ Mark- making Daily morning independent name tracing/copying - all children each day	Focus literacy/ Mark- making Daily morning independent name tracing/copying - all children each day	Focus literacy/ Mark- making Daily morning independent name tracing/copying - all children each day
Mathematic s	Number composition 1 - 5 Revision	Number composition 1 - 5 What comes after?	What comes before?	Numbers to 5	Consolidation / Activity week summer	Consolidation / Activity week summer	Consolidation / Activity week summer
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 & Communitie	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

Understand ing 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 Geography:	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:	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:	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.	Place/locational knowledge – Begin to understand that there are lots of different countries in the world. eg oceans		Place/locational knowledge – Begin to understand that there are lots of different countries in the world. eg oceans	Place/locational knowledge – Begin to understand that there are lots of different countries in the world. eg oceans
Understand ing 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	Technology Area Ipads Interactive whiteboard
. camiology	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	Music: I've got feelings	Music: I've got feelings	Music: I've got feelings	Music: I've got feelings			
Art &	This unit is all about exploring	This unit is all about exploring	This unit is all about exploring	This unit is all about exploring			
Design	our feelings and emotions. Music		our feelings and emotions.	our feelings and emotions. Music			
Design	is an incredible tool to express	Music is an incredible tool to	Music is an incredible tool to	is an incredible tool to express	is an incredible tool to express	is an incredible tool to express	is an incredible tool to express
	our feelings through song, which	express our feelings through	express our feelings through	our feelings through song, which	our feelings through song, which	our feelings through song, which	
	we will do in the some of the	song, which we will do in the	song, which we will do in the	we will do in the some of the		we will do in the some of the	we will do in the some of the
	songs and warm ups, but we'll	some of the songs and warm	some of the songs and warm	songs and warm ups, but we'll	songs and warm ups, but we'll	songs and warm ups, but we'll	songs and warm ups, but we'll
	also be exploring the breadth of	ups, but we'll also be exploring	ups, but we'll also be	also be exploring the breadth of	also be exploring the breadth of	also be exploring the breadth of	also be exploring the breadth of
	different emotions through	the breadth of different	exploring the breadth of	different emotions through	different emotions through	different emotions through	different emotions through
	sounds and music that we listen	emotions through sounds and	different emotions through	sounds and music that we listen		sounds and music that we listen	sounds and music that we listen
	to. What do certain sounds	music that we listen to. What	sounds and music that we	to. What do certain sounds make	to. What do certain sounds	to. What do certain sounds	to. What do certain sounds
	make us feel? How could we	do certain sounds make us	listen to. What do certain	us feel? How could we express	make us feel? How could we	make us feel? How could we	make us feel? How could we
		feel? How could we express	sounds make us feel? How	our own feelings through the		express our own feelings	express our own feelings
	through the sounds and music	our own feelings through the	could we express our own	sounds and music that we make?		through the sounds and music	through the sounds and music
	that we make?	sounds and music that we	feelings through the sounds		that we make?	that we make?	that we make?
		make?	and music that we make?				
	DT: Food: Fruit kebabs						
	3D form: build a boat that can			Art: Painting: Monet inspired	J	DT: Structure: Under the sea	
	float	Junk Modelling (CP)	Junk Modelling (CP)	water lily paintings using sponge.		Junk Modelling (CP)	Junk Modelling (CP)
		Creative Table (CP)	Creative Table (CP)	Junk Modelling (CP)	Creative Table (CP)	Creative Table (CP)	Creative Table (CP)
	Junk Modelling (CP)			Creative Table (CP)			
	Creative Table (CP)	Dance & Gymnastics	Dance & Gymnastics		Dance & Gymnastics	Dance & Gymnastics	Dance & Gymnastics
	D 0.0 II			Dance & Gymnastics			
	Dance & Gymnastics						
ELS Phonics	Phase 1 activities continued.	Phase 1 activities continued.	Phase 1 activities continued.	Phase 1 activities continued.			
	Phase 2 - \l' .	Phase 2 - 'j' .	Phase 2 - 'v' .	Phase 2 - 'w' .	Phase 2 - 'x'.	Phase 2 - 'y'.	Phase 2 - 'z'.