

Oswald Road

Nursery Summer 2 Medium term plan: Farm - Old Macdonald had a Farm

Themes/Inter							Week 7
ests/Lines of Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Quality Texts	Supertato by Sue Hendra NAME OF THE PROPERTY	Supertato by Sue Hendra		Farmyard Hullaballoo by Giles Andreae	The Very Hungry Caterpillar by Eric Carle THE VERY HUNGRY CATERPILLAR by Eric Carle	Jaspers Beanstalk JASPER'S BEANSTALK	We found a seed by Rob Ramsden We found a SEED
Shared Read	The Gobble Gobble Moo		Rosie's Walk	Christopher Nibbles Caterpillars	Time for bed Fred	Nick Butterworth and Mick Integen My Nanas Garden (Dawn Casey)	On the farm by Axel Scheffler
Texts	Tractor by Jez Alborough The GOBBLE	Wartin Waddell 2 Helen Oxenbury	Rosie's Walk By PAT HUTCHINS	CHRISTOPHERS CHARLOTTE MIDDLETON Price of 2019 Late of montreeds, and modern	Time for Bed, Fred!	Bos Care & Janes Carry Total	Axel Scheffler On the Faph
Enrichment	Caterpillar egg arrival – 3 rd June				Parent stay and play session 30 th June Butterfly release parent stay and play session 2.30-3pm	Visit to Smithills farm on Friday 11 th July (awaiting confirmation from Chloe about booking)	
CL: Listening, attention and understandin g/ Speaking	Role Play – Farm	Role Play – Farm	Role Play – Farm	Role Play – Farm	Role Play – Farm	Role Play – Farm	Role Play – Farm

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Personal,	Jigsaw: Changing Me	Jigsaw: Changing Me	Jigsaw: Changing Me	Jigsaw: Changing Me	Jigsaw: Changing Me	Jigsaw: Changing Me	Jigsaw: Changing Me
Social &	Bodies	Respecting my body	Growing up	Growth and change	Fun and fears	Celebrations	Celebrations
Emotional Development	Ralphie Right	Ralphie Right	Ralphie Right	Ralphie Right	Ralphie Right	Ralphie Right	Ralphie Right
Physical Development:	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:
Gross Motor	Yoga	Yoga	Yoga	Yoga	Yoga	Yoga	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	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	Pose and hold in specific ways
	Pose and hold in specific	Pose and hold in specific ways	Pose and hold in specific ways	Pose and hold in specific ways	Pose and hold in specific ways	Pose and hold in specific ways	Stretch high and maintain balance
	ways	Stretch high and maintain	, ,	Stretch high and maintain balance	Stretch high and maintain balance	Stretch high and maintain balance	(to note: not all PE Passport is followed in this u context not content)
	Stretch high and maintain balance	balance Dance - Toys	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	(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)	Gym - Travelling, Stopping and Making Sha
	Gym - Travelling, Stopping and Making Shapes.		Outdoor Aroa	content) Dance - Toys	Gym - Travelling, Stopping and Making Shapes	Dance - Toys	Outdoor Area
	Outdoor Area			Outdoor Area	Outdoor Area	Outdoor Area	
Physical Development: 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 Penpals Letter formation (name writing and cvc words on phoneme frame cards)	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 and cvc words on	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 and cvc words on	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 and cvc words on phoneme frame cards)	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 and cvc words on phoneme frame cards)	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 and cvc words on phoneme frame cards)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent w Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in Hand washing Brush bus/healthy teeth area Dressing with coats/dressing up. Malleable area Penpals Letter formation (name writing and cvc wor Lunch time (knives, forks and spoons)
	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	

Physical	PE	PE	PE	PE	PE	PE	PE
Development:	Gym - Travelling,	Dance - Toys	Gym - Travelling, Stopping	Dance - Toys	Gym - Travelling, Stopping and	Dance - Toys	Gym - Travelling, Stopping and Making Sha
Health	Stopping and Making	Snack time	and Making Shapes	Snack time	Making Shapes	Snack time	Snack time
1100101	Shapes	Tooth brushing	Snack time	Tooth brushing	Snack time	Tooth brushing	Tooth brushing
	Snack time	Toileting	Tooth brushing	Toileting	Tooth brushing	Toileting	Toileting Washing hands
	Tooth brushing	Washing hands	Toileting	Washing hands	Toileting	Washing hands	Washing harius
	Toileting Washing hands		Washing hands		Washing hands		
						S	Storytime and shared reads - based on high
Literacy:	Storytime and shared	Storytime and shared reads -	Storytime and shared reads -	Storytime and shared reads -	Storytime and shared reads - based	Storytime and shared reads -	focus, including non-fiction and poems.
Comprehensio	reads - based on high quality texts linking to the	based on high quality texts	based on high quality texts linking to the focus, including	based on high quality texts linking to the focus, including	on high quality texts linking to the focus, including non-fiction and	based on high quality texts linking to the focus, including	Trocas, maraaning nem measin and poeme.
n & word	focus, including	including non-fiction and	non-fiction and poems.	non-fiction and poems.	poems.	non-fiction and poems.	Talk about different parts of books
reading	non-fiction and poems.	poems.	Their medien and peems.	Their medern and peemer	Podmisi	The medicin and position	rank about any or one parts of books
	·	ľ	Talk about different parts	Talk about different parts of	Talk about different parts of	Talk about different parts of	Story times – encouraging conversations
	Talk about different	Talk about different parts	of books	books	books	books	understanding concepts about print - pag
	parts of books	of books					meaning, reading English left-right and to
			Story times - encouraging	Story times - encouraging	Story times - encouraging	Story times - encouraging	purposes.
	Story times -	Story times - encouraging	conversations about stories	conversations about stories	conversations about stories and	conversations about stories and	ļ ·
	encouraging	conversations about stories		and understanding concepts	understanding concepts about	understanding concepts about	Sharing poems and rhymes.
	conversations about	and understanding	about print - page	· ·	print - page sequencing, print has	print - page sequencing, print	,
	stories and	concepts about print - page	sequencing, print has	print has meaning, reading	meaning, reading English left-right	has meaning, reading English	Letters and Sounds Phase 1 phonics
	understanding concepts	sequencing, print has	meaning, reading English	English left-right and	and top-bottom, print has different	left-right and top-bottom, print	Recap – • Environmental sounds
	about print – page	meaning, reading English	left-right and top-bottom,	top-bottom, print has different	purposes.	has different purposes.	Body percussion
	sequencing, print has	left-right and top-bottom,	print has different purposes.	purposes.			Voice sounds
	meaning, reading English	print has different purposes.			Sharing poems and rhymes.	Sharing poems and rhymes.	Instrumental sounds
	left-right and		Sharing poems and rhymes.	Sharing poems and rhymes.			Clapping and
	top-bottom, print has	Sharing poems and rhymes.		l	•	Letters and Sounds Phase 1	counting syllables
	different purposes.	Lattern and County Discount	Letters and Sounds Phase 1	Letters and Sounds Phase 1	Recap – • Environmental sounds	phonics Recap –	Recognising words with same initial sound
		Letters and Sounds Phase 1 phonics	phonics Recap –	phonics Recap –	Body percussion	Environmental sounds	Spotting and suggesting rhymes Introduce –
	Sharing poems and	Recap –	Environmental sounds	Environmental sounds	Voice sounds	Body percussion	Oral blending and segmenting
	rhymes.	Environmental sounds	Body percussion	Body percussion	Instrumental sounds	Voice sounds	phonics
	1 -44 d C d- Db	Body percussion	Voice sounds	Voice sounds	Clapping and	Instrumental sounds	
	Letters and Sounds Phase		Instrumental sounds	Instrumental sounds	counting syllables	Clapping and	Essential Letters and sounds Phase 2
	Recap –	Instrumental sounds	Clapping and	Clapping and	Recognising words with same initial sounds	counting syllables • Recognising words with same	
	Environmental sounds	Clapping and counting cyllables	counting syllables	counting syllables	Spotting and suggesting rhymes	initial sounds	Recognising and writing own names indepe
	Body percussion	counting syllables • Recognising words with	Recognising words with same initial sounds	• Recognising words with same initial sounds	Introduce –	Spotting and suggesting rhymes	
	Voice sounds	same initial sounds	Spotting and suggesting	Spotting and suggesting	Oral blending and segmenting	Introduce –	
	Instrumental sounds	Spotting and suggesting	rhymes	rhymes	phonics	Oral blending and segmenting	
	Clapping and counting cyllables	rhymes	Introduce –	Introduce –		phonics	
	counting syllables • Recognising words with	Introduce –	Oral blending and	Oral blending and segmenting	Essential Letters and sounds Phase 2	Faccostication	
	same initial sounds	Oral blending and	segmenting	phonics	Pacagnising and writing own names	Essential Letters and sounds	
	Spotting and suggesting	segmenting	phonics		Recognising and writing own names independently	Phase 2	
	rnymes	priorites	Essential Letters and sounds	Essential Letters and sounds		Recognising and writing own	
	Introduce –	Essential Letters and sounds		Phase 2		names independently	
	Oral blending and	Phase 2					
	segmenting		Recognising and writing own	Recognising and writing own			
	phonics		names independently	names independently			
	Essential Letters and	names independently					
	sounds Phase 2						
	December 2 and 191						
	Recognising and writing own names						
	independently						
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Literacy: Writing	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 Daily morning independent name writing	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 Daily morning independent name writing	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 Daily morning independent name writing	out), malleable area and funky	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 Daily morning independent name writing		Early writing Literacy - exploring mark-making areas (area and funky fingers - encourage gross Name writing and emergent writing - in focus CP and outside. Focus literacy/ Mark- making Daily morning independent name writing
Mathematics	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
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?		
Understandin g of the World: People, Culture & Communities	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 Wo

Understandin	Science:	Science:	Science:	Science:	Science:	Science:	Science:
g of the	Biology –	Biology –	Biology –	Biology –	Biology –	Biology –	Biology –
World: World		Living things with habitats -	Living things with habitats -	Living things with habitats -	Living things with habitats - tadpoles		Living things with habitats - tadpoles
world: world	habitats - tadpoles	tadpoles		tadpoles	Chemistry –	tadpoles	Chemistry –
	Chemistry –	Chemistry –	Chemistry –	Chemistry –	Everyday materials	Chemistry –	Everyday materials
	Everyday materials	Everyday materials	Everyday materials	Everyday materials	Properties and changes of materials	Everyday materials	Properties and changes of materials - water
	Properties and changes	Properties and changes of	Properties and changes of	Properties and changes of	- water	Properties and changes of	States of matter
	of materials - water	materials - water	materials - water	materials - water	States of matter	materials - water	Physics –
	States of matter	States of matter	States of matter	States of matter	Physics –	States of matter	Electricity - CP technology toys
	Physics –	Physics –	Physics –	Physics –	Electricity - CP technology toys	Physics –	
	Electricity - CP technology	Electricity - CP technology	Electricity - CP technology	Electricity - CP technology toys		Electricity - CP technology toys	Geography:
	toys	toys	toys		Geography:		Physical –
				Geography:	Physical –	Geography:	Use senses to explore changes in seasons a
	Geography:	Geography:	Geography:	Physical –	Use senses to explore changes in	Physical –	
	Physical –	Physical –		Use senses to explore changes	seasons and explore natural	Use senses to explore changes in	
	Use senses to explore	Use senses to explore	Use senses to explore changes		materials.	seasons and explore natural	
	changes in seasons and	changes in seasons and	in seasons and explore natural			materials.	
		explore natural materials.	materials.				
	·	·					
Understandin	Technology Area	Technology Area	Technology Area	Technology Area	Technology Area	Technology Area	Technology Area
g the World:	Ipads	Ipads	Ipads	Ipads	Ipads	Ipads	Ipads
	Interactive whiteboard	Interactive whiteboard	Interactive whiteboard	Interactive whiteboard	Interactive whiteboard	Interactive whiteboard	Interactive whiteboard
Technology							
	Equipment in provision	Equipment in provision	Equipment in provision areas:	Equipment in provision areas:	Equipment in provision areas:	Equipment in provision areas:	Equipment in provision areas:
	areas:	areas:	- Interactive white boards –	- Interactive white boards –	- Interactive white boards – games	- Interactive white boards –	- Interactive white boards – games and acti
	- Interactive white boards	- Interactive white boards -	games and activities	games and activities	and activities	games and activities	Technological toys – knobs and pulleys
	 games and activities 	games and activities	Technological toys – knobs	Technological toys – knobs and	Technological toys – knobs and	Technological toys – knobs and	Toys with buttons and flaps
	Technological toys –	Technological toys – knobs	and pulleys	pulleys	pulleys	pulleys	Microphones - Music area
	knobs and pulleys	and pulleys	Toys with buttons and flaps	Toys with buttons and flaps	Toys with buttons and flaps	Toys with buttons and flaps	
	Toys with buttons and	Toys with buttons and flaps	Microphones - Music area	Microphones - Music area	Microphones - Music area	Microphones - Music area	Enhancements – in Technology Area:
	flaps	Microphones - Music area					- Ipads
	Microphones - Music area		Enhancements – in	Enhancements – in Technology	Enhancements – in Technology	Enhancements – in Technology	- Battery operated toys
		Enhancements – in	Technology Area:	Area:	Area:	Area:	- Beebots
	Enhancements – in	Technology Area:	- Ipads	- Ipads	- Ipads	- Ipads	- Remote control toys
	Technology Area:	- Ipads	- Battery operated toys	- Battery operated toys	- Battery operated toys	- Battery operated toys	- Children's cameras
	- Ipads	- Battery operated toys	- Beebots	- Beebots	- Beebots	- Beebots	
	.	l - Beebots	- Remote control toys	- Remote control toys	- Remote control toys	- Remote control toys	
	- Battery operated toys				· · · · · · · · · · · · · · · · · · ·		
	- Beebots	- Remote control toys	- Children's cameras	- Children's cameras	- Children's cameras	- Children's cameras	
	, , ,				· · · · · · · · · · · · · · · · · · ·		

Children's cameras

Besign This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, por a music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a	-			т			1		T .
Printing: Farm animal foot prints 3D form: Tractor models Junk Modelling (CP) Creative Table (CP) Dance & Gymnastics Phase 1 activities continued. Phase 1 activities continued. Phase 2 - f Phase 2 - J		& Design	This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children. DT: Structure: Textiles: Collaging farm animals 3D form: Playdough animals Structure: butterfly spiral Junk Modelling (CP) Creative Table (CP) Art:	This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children. DT: Structure: Textiles: Collaging farm animals 3D form: Playdough animals Art: Drawing: Farm animals Printing: Farm animal foot prints 3D form: Tractor models Junk Modelling (CP)	This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children. DT: Structure: Textiles: Collaging farm animals 3D form: Playdough animals Art: Drawing: Farm animals Printing: Farm animal foot prints 3D form: Tractor models Junk Modelling (CP) Creative Table (CP)	This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children. DT: Structure: Structure: Structure: Structure: butterfly spiral Junk Modelling (CP) Creative Table (CP)	This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children. DT: Structure: Structure: Structure: Structure butterfly spiral Junk Modelling (CP) Creative Table (CP)	This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children. DT: Structure: Structure: Structure: Structure butterfly spiral Junk Modelling (CP) Creative Table (CP)	DT: Structure: Structure: butterfly spiral Junk Modelling (CP) Creative Table (CP)
continued. Phase 2 - f Phase 2 - I Phase 2 - J and v Phase 2 - y Phase 2 - y Phase 2 - y Phase 2 - y			3D form: Playdough animals Structure: butterfly spiral Junk Modelling (CP) Creative Table (CP) Art: Drawing: Farm animals Printing: Farm animal foot prints 3D form: Tractor models Junk Modelling (CP) Creative Table (CP) Dance & Gymnastics	Printing: Farm animal foot prints 3D form: Tractor models Junk Modelling (CP) Creative Table (CP) Dance & Gymnastics	3D form: Tractor models Junk Modelling (CP) Creative Table (CP) Dance & Gymnastics				Dhaga 1 pativiting continued
			continued.						