Barleyhurst Park Primary School

Nursery long term plan: Summer 1

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|  | **CLL** | **PD** | | **PSED** | | **MD** | | **Literacy** | | **Creative arts** | | | **Understanding of the world** | | |
| Week  1  WOW said the owl | WOW said the owl  Listen to longer stories remembering what happens. Turn one page at a time and answer simple questions about stories. | | (Sports coach) | | Share the story The colour monster  Look at a time you have felt like the red monster | | Using colourful multi fix cubes children to create colourful towers. Counting amounts accurately and finding matching number | | Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | | Children to use paint/water colours/ pens to create different colours on paper/ice/tough tray | | | | Children plant flowers in planting pots in Nursery garden.  Children to fill in daily log, looking at change. |
| Week  2  Mix it Up | Mix it Up [Herve Tullet](https://www.wob.com/en-gb/books/author/herve-tullet)  Responds to simple questions about book | (Sports coach) | | Share the story The colour monster  Look at a time you have felt like the yellow monster | | Mondrain art work, children create simple repeating patterns. | | -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | | Mondrain art work-whole class  (Black lines- using printing) | | | | Who is Mondrain?  Children confidently talking about who they are.. | |
| Week  3  The Colour Monster | The Colour monster  Knows they sometimes have to wait their turn when speaking. Recognise some words that start with the same initial sound. To begin to recognise some individual letter sounds with support | (Sports coach) | | Share the story The colour monster  Look at a time you have felt like the blue monster | | Colour shape monster  Describe and name some simple shapes – circle, square, triangle. | | -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | | Using smaller construction kits children make their own colour monster | | | Children to plant sunflower seeds in pots, record change | | |
| Week  4  Elmer | Elmer by David McKee  Listen to longer stories remembering what happens. Turn one page at a time and answer simple questions about stories. | (Sports coach) | | Share the story The colour monster  Look at a time you have felt like the green monster | | Repeating patterned Elmer painting | | -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | | Create own Elmer’s using different materials and painting techniques. | | | Discussion that Elmer belongs to a herd of elephants..what do the children belong to. | | |
| Week  5  I can eat a rainbow | I can eat a rainbow  by [Olena Rose](https://www.amazon.co.uk/Olena-Rose/e/B088Q76KKQ/ref=dp_byline_cont_book_1)  Listens more carefully. Knows why we should listen. | (Sports coach) | | Share the story The colour monster  Look at a time you have felt like the black monster | | Subitising unicorn rainbow board game  Subitising rainbows | | -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | | Selecting and making colours to create a whole class food rainbow | | Children to discuss food they like know they are older | | | |
| Week 6 | Specialist week | | | | | | | | | | | | | | |