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**Barleyhurst Park Primary Nursery**

**Medium term planning: Term Summer 1**

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| **Communication and Language** | **Physical Developments** |
| **Listening, attention and Language** | **Speaking** | **Fine motor skills** | **Gross motor skills** |
| **\*Daily stories and rhymes children listen and participate in stories and rhymes.** **\*Children to always help make snacks-*** **Story: Never use a knife and fork by Nick Sharett- discussion, rhyming: WK 1**
* **Cutting and tasting a variety of different fruit and vegetables: WK1**
* **Touch and feel different foods: introducing new language to describe food: WK1**
* **Story: The tiger who came to tea by Judith Kerr- discussion on feelings and predictions: WK 2**
* **Children to follow simple instructions to make a tiger face biscuit: WK2**
* **Story::** **The King’s crown By Rose Codben-encouraging discussion about coronation:** **WK3**
* **Children to follow instructions to make fairy cakes/sandwiches for whole school coronation party:WK3**
* **Story: Norman the slug with the silly shell by Sue Hendra-discussion about text:WK4**
* **Children to follow instructions: use food colouring to create a ‘bagel doughnut’ with icing:WK4**
* **Story: The very hungry caterpillar by Eric Carle: Discuss repetitive story language:WK5**
* **Children to listen to instructions to make a ‘hungry caterpillar pizza’:WK5**
* **Children to listen to and follow instructions on making a ‘paper towel caterpillar’ wriggle: WK6**
 | **\*Daily stories and rhymes children listen and participate in stories and rhymes.** * **Home corner: home corner – wk 1**
* **Small world: small houses and small figures wk1/2**
* **Home corner: Bakery-wk2/3**
* **Home corner: ‘Pizzeria shop’: WK4/5**
* **Small world: Super hero figures’ 4/5**
* **Home corner: Fruit and vegetables shop WK5/6**
* **Small world: Fairies 5/6**
 | **\*Sand tray – sand moulds, loose parts****\*Small construction blocks** **\*Water tray/water wall to reflect the weekly theme.** * **Baked beans in tough tray to explore using fingers and tools. WK 1**
* **Different coloured playdough and safety knives and food shape mats-practice cutting food :WK 1**
* **Grapes onto a skewer: WK 1**
* **Salt dough making- food for bakery: WK1**
* **Fruit flavoured tea and strainers: Pour tea for the tiger: WK 2**
* **Orange and black playdough with small parts-tiger: WK 2**
* **Rhyme: 10 current buns tough tray (playdough and tools): WK2**
* **Tiger template: Draw stripes on the outline using froggy fingers: WK 2**
* **Red, white and blue wool-stick wrapping: WK3**
* **Playdough and sea shells: Children make own snails :WK 4**
* **Playdough and silly objects (snail like Norman)-make silly snails: WK4**
* **Snail slime to explore (roll, pull, push): WK 4**
* **Playdough and loose parts – caterpillars: WK5**
* **Hole-punch leaves and weave pipe cleaners: WK5**
* **Using tweezers feed the caterpillar food: WK5**
* **Use hand juicer to make fresh orange juice:WK 6-Challenge week**
* **Using shaving foam and cones: children make ice cream:WK6-Challenge week**
* **Laminated sheet with teeth-children use cleaning motion to clean teeth: WK6**
* **Children wrap wool around caterpillar drawing, creating a cocoon: WK 6-Challenge week**
 | **\*Daily use of Football net, Hula hoops, Bats and balls, climbing frame, mud kitchen, large wooden blocks, balancing beams****\*Write dance program- fine and gross motor provision****\*Daily use of the mud kitchen with different handled tools, containers and autumn and harvest resources.** * **Large crown, children to use large pens to colour in jewel shapes: WK3**
* **Using large paper and large markers children to make spiral patterns:WK4**
* **Using large wheels and crates children to create a ‘caterpillar: WK 5**
* **Wrap children in toilet roll to create ‘cocoons’: WK6- Challenge week.**
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| **Personal, Social, Emotional Development** |
| **Self regulation** | **Managing self** | **Building Relationships**  |
| **\*Throughout the Nursery day the children are encouraged to think about what they are doing/learning and how they can support themselves.** * **After register every morning children to look at rules: Be kind, Be respectful, Be safe**
* **Children thinking about how to look at minibeasts are found in natural area**
 | **\*Throughout the Nursery day encourage the children to try new things, know what’s right/wrong*** **Through Challenge week the children to brush their teeth daily: WK6-Challenge week**
 | **\*Build friendships and play with peers and adults.*** **Play shopping list sharing game: children to take in turns to find matching picture to list: WK1**
* **Elephant doughnut game (pick up doughnut using trunks)-sharing game: wk 4**
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| **Maths** |
| **Number** | **Numerical Patterns**  | **Shape and Measure** |
| * **Count skewer grapes and find matching number : WK1**
* **Feed the tiger and find matching number: WK2**
* **Sharing out a given amount of cakes to the other children at the tea party :WK2**
* **Count out the correct amount of jewels on the crown:WK3**
* **Write/find numbers and draw amounts that retell The *very hungry caterpillar 5***
* **Share the food out equally to *The very hungry Caterpillar: WK6***
 | * **Using tiger template and black rice children create tiger pattern:WK2**
* **Creating a ABAB pattern using 2-D shapes to create a royal crown:WK3**
* **Kitchen roll caterpillar pattern ABAB:WK5**
* **Create a caterpillar using smarties-pattern ABAB:WK6**
 | * **Match the vegetable to the 3-D shape: WK 1**
* **Using water colour paints children to create a patterned shell for Norman – on paper plate: WK 4**
* **Numicon snails-fit the shapes to create the shell: WK4**
* **Sorting the caterpillars into longest to shortest: WK5**
* **Create a symmetrical butterfly using 2-d shapes: WK6-Challenge week**
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| **Literacy**  |
| **Comprehension**  | **Word Reading** | **Mark making**  |
| * **Story: The tiger who came to tea by Judith Kerr: Children use props to retell the story:WK 1**
* **Sequence pictures from shared story *The tiger who came to tea*: WK 2**
* **FACT books: Snails:WK4**
* **FACT books: Life cycle of a caterpillar: WK5**
* **Story: The very hungry caterpillar by Eric Carle: Children use props to retell the story:WK 5**
 | **\*Reading area which include new texts but also familiar texts.****\*Weekly visits to school library.** * **Food that starts with S/M/T for the tiger: Sort all the food that start with the letter sounds:WK2**
* **Initial sound listening..find the food by listening to the initial sound from The very hungry caterpillar :WK5**
 | **\*Children to have daily access to mark making area and selection pens/pencils.****\*Mark making opportunities set up within role play areas.** * **Selection of tools, resources and writing boards for name writing wk 1/2/3/4/5/6**
* **Encourage the children to use name card wall to find name card and then practice writing it.**
* **Children mark make an invitation to go to the tiger’s tea party :WK2**
* **Children to look at name card and then write letters in circle shapes-then placing letters in the correct order: WK 5**
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| **Understanding of the world** |
| **Past and Present**  | **People, Culture and Communication**  | **The Natural world**  |
| * **Discussion about Queen Elizabeth ii and who she was: WK3**
* **Discuss the days of the week and with adult support order: The very hungry caterpillar: WK5**
 | * **Discussion about what the Coronation of King Charles iii is and why. Discussion how we are celebrating at nursery and how children might be celebrating it at home.: WK3**

**Discuss with Muslim children how they celebrated Eid at home****Children to make and eat food during coronation party.****Children to take part in group games on school field to celebrate the Coronation.** | * **Children to look in natural environment within the school grounds for snails-discuss habitat: WK4**
* **Children to observe African snails and then discuss how they are different from ‘garden snail’: WK 4**
* **Plant a selection of vegetables for children to care for and observe growth:WK4**
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| **Expressive Arts and Design** |
| **Creating with materials**  | **Being imaginative and Expressive**  |
| **\*Access to junk modelling/ paper/pens/ tape/glue throughout the half term*** **Selecting and using different tools, objects and playdough to create faces: WK 1**
* **Using different textures to create an affect: Bubble wrap apples: WK 1**
* **Using different objects to create a representation (real fruit to create a Mr Potato head: WK1**
* **Discuss and then draw using pencil grip a representation of their favourite food on a paper plate:WK1**
* **Selecting colours for purpose- children paint a picture of their favourite part of the story *The tiger who came to tea.* WK2**
* **Using loose parts/egg boxes children to create crowns for coronation: WK3**
* **Using wax pastels children to draw shapes that represent features of King on pre cut shapes. WK3**
* **Using different paint effects to create a union jack flag:WK3**
* **Using a pencil grip, children draw shapes that represent what they observe: snails:WK4**
* **Using junk modelling materials and tools to create caterpillars:WK5**
* **Using pencil grip, children draw shapes that represent their face:WK6**
 | **\*Musical instruments offered throughout the half term****\*Dressing up costumes offered throughout the half term****\*See CL-Role play areas****\*Learning a collection of songs that reflect weekly themes** |