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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.** |
| **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** |
| **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** |
| **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** | |