Barleyhurst Park Primary School

Nursery long term plan: Summer 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **CLL** | **PD** | **PSED** | **MD** | **Literacy** | **Creative arts** | **Understanding of the world** |
| Week1 Gingerbread man | Gingerbread manListen to longer stories remembering what happens. Discussing how the story might end. | (Sports coach) | The colour monster goes to school By Anna LienasWhat colours did the colour monster change into?  | Using the characters from the shared story, describe their prepositional language. | 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\*Sequencing events from the story | Children to use scissors, glue, Sellotape to create their own collage gingerbread man. \*Use puppets to retell the story. | Children to sequence two events/changesOrder two different images from the Gingerbread men.e.g. foal/horse. |
| Week2Fathers Day | My Dad the grizzly bearTo engage in extended conversations about the story. | (Sports coach) | The colour monster goes to school By Anna LienasDid the colour monster like school at the beginning? Why not?  | Dad football sort…How many footballs has he got in the goal? Count up 10 | 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\*Father;s day card | Children to use scissors, glue, Sellotape to create their own trophy for their Dad. | Discuss and look at what will happen in the UEFA Euros 24.What countries will we see? What does England look like?  |
| Week3Little red riding hood   | Little red riding hoodJoin in with repeated refrains and anticipate key events and phases in stories. |  (Sports coach) | The colour monster goes to school By Anna LienasWhat did the colour monster start to like about school?  | Compare Little red riding hoods baskets of food…which is heaviest…which is lightest?  | -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\*food in the basket which starts with the initial sound ‘s’ | Children to use scissors, glue, Sellotape to create a changing wolf/granny doll\*Use changing dolls/wolf masks to retell the story. | Discussion about change in weather in the summer…dress little red riding hood/wolf in summer clothes |
| Week4Jack and the beanstalk | Jack and the beanstalkMaintain attention in whole class and small group contexts for a short time. |  (Sports coach) | The colour monster goes to school By Anna LienasWhat do you like about nursery? Do you think you will like school?  | Have an understanding of how 5 can be represented. ….How many golden eggs? How many beans?\*Short/long beanstalks | -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 scissors, glue, Sellotape to create own ‘magic bean’ \*Use made props to retell the story. | Children to look at and make observational drawing of how sunflower seed growth |
| Week5Three billy goats gruff | Three billy goats gruffListen attentively and respond to what they hear with relevant questions, comments, or actions. |  (Sports coach) | The colour monster goes to school By Anna LienasWhat are you looking forward to doing at school?  | Explore the language Small/big to describe the size of goats \*use tubes to create own billy goat | -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 salt dough children to create their own imagined troll. Paint and add details\*Use tube billy goats gruff to make own billy goats | What buildings do we have where we live? Can you build them? Can you create a bridge to join them.Wooden blocks  |
| Week6Three little pigs | The three little pigs Join in with repeated refrains and anticipate key events and phases in stories. |  (Sports coach) | Saying good bye to nursery and hello to school | Using prepositional language to describe where the wolf is | -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 different materials and building blocks to make 3 little pig buildings | Using musical instrumental sounds to create the sounds of building |
| Week 7Goodbye friends |  |