Barleyhurst Park Primary School

Nursery long term plan: Summer 2

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|  | **CLL** | **PD** | | **PSED** | | **MD** | | **Literacy** | | **Creative arts** | | | **Understanding of the world** | | |
| Week  1  Gingerbread man | Gingerbread man  Listen to longer stories remembering what happens. Discussing how the story might end. | | (Sports coach) | | The colour monster goes to school By Anna Lienas  What 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/changes  Order two different images from the Gingerbread men.  e.g. foal/horse. |
| Week  2  Fathers Day | My Dad the grizzly bear  To engage in extended conversations about the story. | | (Sports coach) | | The colour monster goes to school By Anna Lienas  Did 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? |
| Week  3  Little red riding hood | Little red riding hood  Join in with repeated refrains and anticipate key events and phases in stories. | (Sports coach) | | The colour monster goes to school By Anna Lienas  What 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 | |
| Week  4  Jack and the beanstalk | Jack and the beanstalk  Maintain attention in whole class and small group contexts for a short time. | (Sports coach) | | The colour monster goes to school By Anna Lienas  What 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 | | |
| Week  5  Three billy goats gruff | Three billy goats gruff  Listen attentively and respond to what they hear with relevant questions, comments, or actions. | (Sports coach) | | The colour monster goes to school By Anna Lienas  What 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 | | |
| Week  6  Three 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  7  Goodbye friends |  | | | | | | | | | | | | | | |