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  Teeth | Ging to the dentist  Listen to longer stories remembering what happens. Discussing how the story might end. | | (Sports coach) | | Each morning at nursery the children are to practise brushing their teeth with their own tooth brush | | Teeth sort…  How many teeth are in the moth? How many are you putting inside the mouth?  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  \*Sequencing events from the story-brushing teeth | | Children to use scissors, glue, Sellotape to crate their own set of teeth. | | | | | Children to sequence two events/changes  Order two different images from the story  Baby/child |
| Week  2  Fathers Day | My Dad the grizzly bear  To engage in extended conversations about the story. | | (Sports coach) | | Lucy and Tom go to school  Shirly Hughes…  How did Tom and Lucy feel when they walked to school? | | 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  \*Father;s day card | | Children to use scissors, glue, Sellotape to create their own trophy for their Dad. | | | | | Look at class world map…. Where is England?  What does England look like?  Where we live..what does that look like? |
| Week  3  Plant a tiny seed | Plant a tiny seed  Join in with repeated refrains and anticipate key events and phases in stories. | (Sports coach) | | Starting School  Janet Ahlberg  What did all the children do at school? | | Compare the two plant pots.. of soil…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 | | Children to create their own garden (with their home made from junk modelling)- using grass seed | | | | | Children to look at and make observational drawing of sunflower seed growth | |
| Week  4  Errol’s Garden | Errol’s Garden  Maintain attention in whole class and small group contexts for a short time. | (Sports coach) | | Topsy and Tim start school  Jean Adamson  Did Topsy and Tim like going to school? | | Have an understanding of how 5 can be represented.  ….How many flowers? How many bees?  \*Short/long flowers | | -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 add details to their ‘garden’ that they have planted the previous week.  \*outside create a Bug hotel | | | | Children to sequence two events/changes  SEED TO FLOWER | | |
| Week  5  Weather | Usborne seasons  Listen attentively and respond to what they hear with relevant questions, comments, or actions. | (Sports coach) | | What are you looking forward to doing at school? | | Explore the language  Small/big to describe the different types of weather.. clouds, sun, raindrop | | -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 favourite type of weather. Paint and add details | | | | What buildings do we have where we live? Can you build them? Can you create a bridge to join them in case it rains?  Wooden blocks | | |
| Week  6  Holidays | You can’t take an elephant on holiday    Join in with repeated refrains and anticipate key events and phases in stories. | (Sports coach) | | What are you going to miss doing at nursery? | | Using prepositional language to describe where the elephant and other animals are | | -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 | | Cut and stick to create some summer clothes for a paper doll. | | | Discussion about change in weather in the summer…How does it make our bodies feel? | | | |
| Week  7  Goodbye friends | The Colour Monster goes to school  Listen attentively and respond to what they hear with relevant questions, comments, or actions. | |  | | Saying good bye to nursery and hello to school | | Cope, continue or create 2 part pattern…pictures of friends sitting on the carpet in Nursery | | 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 | | | New school t-shirt design..  What colour is your new uniform going to be? | | | | Using google maps and photographs look at/discuss what new school might look and feel like. |