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** |
| Week1 Teeth | Ging to the dentistListen 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/changesOrder two different images from the storyBaby/child  |
| Week2Fathers Day | My Dad the grizzly bearTo 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?  |
| Week3Plant a tiny seed   | Plant a tiny seedJoin in with repeated refrains and anticipate key events and phases in stories. |  (Sports coach) | Starting School Janet AhlbergWhat 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 |
| Week4Errol’s Garden  | Errol’s Garden Maintain attention in whole class and small group contexts for a short time. |  (Sports coach) | Topsy and Tim start schoolJean AdamsonDid 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/changesSEED TO FLOWER  |
| Week5Weather | 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  |
| Week6Holidays  | 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 7Goodbye friends | The Colour Monster goes to schoolListen 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. |