

## Nursery Medium Term Plan Summer 2 2023/24

### Where will adventure take us?

Our final nursery half term will take us all over the world. We will use the opportunity of such an exciting and full of potential learning question, to revisit our and extend our learning over the year as well as acquire new knowledge and skills. We will plot on a world map where we have travelled, have family or places that are part of our family history. We will learn about different places in the world, different cultures and how we might travel to these places. We will also expand our imagination and storytelling skills, and conjure up our own fantasy adventures. Perhaps most exciting of all, we will take a trip to the beach!



Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6/7
Planning around quality text. (Two per term) To be chosen following children's interests?	 					
<b>ADDITIONAL TEXTS.</b> Enjoyment for reading - quality fiction and nonfiction. 3 Books Rhymes a day text.	<ul style="list-style-type: none"><li>• Zog</li><li>• We're Going on a Bear Hunt</li><li>• Stargazing</li><li>• Colours, Colours Everywhere</li></ul> <p>Three Books a Day Texts running throughout the year.</p>					
Links to previous learning.	Life Cycles - exploring life cycles of animals and plants in spring 1&2 Water Cycle - introducing the water cycle when discovering how plants grow in spring 2 Antarctica and Sea creatures - Spring 1 and Summer 1 Who am I? - Autumn 1					
Enrichment, trips and visitors.	Beach Trip - New Brighton Beach Z - Arts - Adventures in Wonderland					

Role play indoors and outdoors.	<ul style="list-style-type: none"> <li>Led by children's fascinations and interests as the learning question evolves</li> </ul>
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## Prime Areas

<b>PSE</b>	<p>Understand gradually how others might be feeling.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>
<b>C&amp;L</b>	<p>UBe able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>
<b>PD</b>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>

## Specific Areas

<b>Literacy</b>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p> <p>Write some letters accurately.</p>
<b>Maths</b>	<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Continue to develop an understanding of numbers to 5.</p>
<b>UW</b>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Continue developing positive attitudes about the differences between people.</p>
<b>EAD</b>	<p>Play instruments with increasing control to express their feelings and ideas.</p>
<b>PHONICS</b>	<p>All continue Phase 1 aspects</p>