



## Nursery Medium Term Plan Summer 1st – Animals (Farm, Zoo & Under the Sea)

	Week 1 W/B 15/04/24	Week 2 W/B 22/04/24	Week 3 W/B 29/04/24	Week 4 W/B 06/05/24	Week 5 W/B 13/05/24	Week 6 W/B 20/05/24
<b>Events / Info</b>	Back to school I- 15 <sup>th</sup> April	25 <sup>th</sup> March - World Penguin Day	Baking	Monday 6 <sup>th</sup> May - Bank holiday  Thursday 9 <sup>th</sup> May - Nursery Tea Party	Nursery Animal Celebration day	Monday 20 <sup>th</sup> May - Woodside farm trip  23 <sup>rd</sup> and 24 <sup>th</sup> - Class Photographs
<b>Focus Book</b>	What the ladybird heard	Noisy farm/Oh Dear	Dear Zoo	The Tiger who came to tea	Singing Mermaid	Barry the fish with fingers
<b>RWI Phonics sounds</b>	m,a,s,d,t	i,n,p,g,o	c,k,u,b,f	e,l,h,sh,r	j,v,y,w,th	z,ch,qu,x,ng

<b>Communication and Language</b>	<p>To learn new words related to habitats, farms, countries and festivals.          To talk about different animals (farm, zoo and under the sea)          To learn new topic vocabulary about farm and zoo and under the sea animals.          To pay attention for a small amount of time on a 'guided' activity.          To understand why.          To begin to be aware of time in relation to past, present and future.          To use longer sentences of 6 – 9 words</p>					
<b>PSED</b>	<p>To persevere with difficulties.          To make comments about their learning and play and show pleasure/pride in what they have done.          To be confident and independent when dressing or undressing if necessary          Children are aware of why we have fruit and make other food choices to be healthy.          To work as part of a team when appropriate.          To identify their simple emotion and seek help if needed or begin to think of ways to help themselves.          To understand that we have to look after animals and take care of them.</p>					
	Jigsaw - Relationships- <i>Family Life</i>	Jigsaw - Relationships <i>Friendships</i>	Jigsaw - Relationships <i>Breaking friendships</i>	Jigsaw - Relationships <i>Falling out</i>	Jigsaw - Relationships <i>Bullying</i>	Jigsaw - Relationships <i>Being a good friend</i>
<b>Physical Development</b>	<p><b>Gross Motor</b></p> <p>To imitate simple bilateral movements of limbs (e.g. arms up together).          To pedal a tricycle.          To be more confident when using the nursery climbing equipment.          To catch a bounced ball most of the time.</p> <p><b>Fine Motor</b></p> <p>To complete different fine motor activities daily to strengthen fingers (threading, cutting, hole punches, pressing, playdough, squeezing, popping, tearing paper, screwing, open and close bottles and containers, tweezers).          To manipulate clay/playdough/plasticine materials (rolls balls, makes snakes, cookies).          To copy circles and imitate crosses.          To have a go and independently copy handwriting lines.          To use construction kits with skill being able to join them appropriately.</p> <p><b>Get Set PE- Gymnastics Unit 1</b></p> <p>Pupils will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Pupils explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>					

<b>Literacy</b>	<p>To mark make smaller and more controlled movements</p> <p>To draw lines and circles.</p> <p>To distinguish between these marks e.g. 'line, circle, zig zag' etc.</p> <p>To begin to learn RWI set 1 phonics sounds.</p> <p>To begin to use anticlockwise movements and retrace vertical lines.</p> <p>To look at their name card and attempt to write the letters.</p> <p>To enjoy counting, tapping, blending, or segmenting a word into syllables. To remember the rhyming words to familiar stories and rhymes.</p> <p>To have a developing phonological awareness, recognise words with the same initial sound e.g. money and mother.</p>
<b>Maths</b>	<p>To recite numbers past 5.</p> <p>To have fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>To show you the correct amount of fingers when a number is said (up to 5).</p> <p>To act out number rhymes with more accuracy.</p> <p>To be able to recognise numerals 1-5 and count out the correct number of objects to match them.</p> <p>To count in sequence to 10. If you pause they can say the next number.</p> <p>To compare sets saying when they have more, the same and have been introduced to the word fewer.</p> <p>To begin to make up their own AB patterns.</p>
<b>Understanding the World</b>	<p>To notice seasonal changes</p> <p>To show an interest in the world around them</p> <p>To engage in discussions, and express their thoughts and ideas about the universe</p> <p>To understand key features of the life cycle of a plant and animals.</p>
<b>Computing</b>	<p>To have experienced searching the net to find things out by watching the practitioner and the practitioner talking through what they are doing.</p> <p>To know how to operate simple equipment, e.g. draw on the whiteboard.</p> <p>To know technology can be used to create pictures, e.g. drawing on IWB using paint tools</p>
<b>The Natural World (Science/ Geography)</b>	<p>To explore collections of materials with similar and/or different properties such as sticks from the wood.</p> <p>To understand life cycles of animals and plants.</p> <p>To talk about and know names of farm animals, how they move, feel, what do they eat.</p> <p>To understand the need to respect and care for the natural environment and all living things.</p> <p>To talk about the changing seasons, especially spring and summer.</p> <p>To take an interest in the natural plants growing outside and have grown something.</p> <p>To investigate what happens when they add things to different materials.</p>

<b>Past and Present (History)</b>	<p>To have a developing concept of before, after and next.</p> <p>To know the key places in our local environment (tube station, park, wenzels) and describe them.</p> <p>To look at a story and decide if it is set in a different country.</p>					
<b>People Culture and Communities (R.E.)</b>	<p>To have developed their understanding of the different jobs people do e.g. zookeeper and farmer.</p> <p>To widen their knowledge of religious celebrations including Eid and Holocaust.</p> <p>To comment on the previous experiences, they have had.</p>					
	Discuss Ramadan Story Time - Lesson 1: The Tortoise and The Hare	Story Time - Lesson 2: The Crocodile and The Priest (A Sikh Story)	Story Time - Lesson 3: Bilal and the Beautiful Butterfly (A Muslim Story)	Story Time - Lesson 4: The Gold-Giving Serpent (An Indian Story)	Story Time - Lesson 5: Best Friends (A Story from Asia)	Story Time - Lesson 6: The Lost Sheep (A Christian Parable)
<b>Expressive Art and Design (Art and Design, Music)</b>	<p>To explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>To join materials by using glue, masking tape or cello-tape.</p> <p>To explore different textures such as making thick or lumpy paint.</p> <p>To create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>To develop more complex stories using small world equipment like animal sets, dolls and dolls houses etc. They either make up their own stories or retell familiar stories.</p> <p>To make cards, flap art, houses for animals, explore water paint and make collages.</p> <p>To learn nursery rhymes and songs related to farm, zoo and under the sea animals.</p>					