



## Summer 2 Nursery Medium Term Planning - Under the Sea

| Week  | Week 1   | Week 2   | Week 3  | Week 4  | Week 5   | Week 6  |
|---|--|--|---|---|--|---|
| Theme   | Sun, sea and safety  | Who lives in the sea?  | Who lives in the sea?   | Who lives in the sea?   | Transition to school   | Transition to school  |
| Focus Text  | Beach Day  | Commotion in the Ocean   | Sharing a Shell   | Gilbert the Hero  | Starting School  | Starting School   |
| Vocabulary  | sand<br>sea<br>beach   | fish<br>octopus<br>crab<br>lobster   | fish<br>crab<br>shell   | shark<br>whale  | school<br>Reception class<br>uniform<br>teacher<br>friends   | school<br>Reception class<br>uniform<br>teacher<br>friends        |
| Area of Learning  | Learning Intentions  |  |   |   |  |   |
| <b>Communication and Language</b><br><b>Speaking</b><br><b>Listening,</b><br><b>Attention and</b><br><b>Understanding</b> | I can describe, explain and recount experiences.                                 | I can talk in short sentences.   | I can talk in short sentences.  | I can talk in short sentences.  | I can talk about change (linked to school transition).       | I can talk about change (linked to school transition).            |
| <b>PSED</b><br><b>Managing Self</b><br><b>Building</b><br><b>Relationships</b>  | I can play with others - building relationships to share, listen and co-operate. | I can play with others - building relationships to share, listen and co-operate. | I am confident playing with a range of children and demonstrate good friendship skills. | I am confident playing with a range of children and demonstrate good friendship skills. | I am self-confident and can express how I feel about change. | I can name and talk about my own feelings about upcoming changes. |

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| <b>Physical Development</b><br><b>Fine Motor</b><br><b>Gross Motor</b>           | I am developing my fine motor skills through using tools.<br><br>I am developing ball skills (rolling).  | I am developing my fine motor skills through using tools.<br><br>I am developing ball skills (throwing). | I am developing my fine motor skills through using tools.<br><br>I am developing balance and core strength. | I am developing my fine motor skills through using tools.<br><br>I am developing co-ordination. | I can use a range of small tools confidently demonstrating well developed fine motor skills.<br><br>I can negotiate space and obstacles. | I can use a range of small tools confidently demonstrating well developed fine motor skills.<br><br>I can negotiate space and obstacles. |
| <b>Literacy</b><br><b>Comprehension</b><br><b>Word Reading</b><br><b>Writing</b> | <b>Comprehension:</b> <ul style="list-style-type: none"> <li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</li> <li>• Listens to and joins in with confidence to stories and poems, when reading one-to-one and in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print).</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence.</li> </ul> |  |   |   |  |  |
|  | <b>Phonics and Word Reading:</b><br>Revisit rhyming, rhythm, and alliteration<br>Continue to teach oral blending and segmenting.<br>Introduce set 1 sounds.<br>Continue song and rhyme time.   |  |   |   |  |  |
|  | <b>Writing:</b> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to their drawings and paintings.</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</li> <li>• Includes mark making and early writing in their play.</li> <li>• Imitates adults' writing developing pre-writing patterns, wavy, curved, and spiral shapes (early writing) from left to right.</li> </ul>   |  |   |   |  |  |
| <b>Understanding the World</b><br><b>Past and Present</b>                        | I know how to keep myself and others   | I know the names of different sea creatures.   | I know the names of different sea creatures.  | I can talk about the differences between materials (sand and                                    | I know about the past, present day and near future.  | I know about the past, present day and near future.  |

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|--|--|------------------------------|---|---|--|--|
| <b>People, Culture and Communities<br/>The Natural World</b>                                       | safe at the beach/in the sun.  |                              |   | water) and changes they notice.   |  |  |
| <b>Expressive Arts and Design<br/>Creating with Materials<br/>Being Imaginative and Expressive</b> | I can explore different materials and textures.  | I can explore colour mixing. | I can use one handed tools and equipment for a purpose. | I can explore materials freely and find ways to join these together to achieve a desired outcome. | I can select and use a range of resources and materials to fit the purpose of my design. | I can use various construction materials to construct vertically and horizontally making enclosures and creating spaces. |
| <b>Climate Curriculum</b>  | <p>Know that people around the world can take positive action together (through the use of stories).<br/>Know that earth is the planet we live on.</p> <p>Pupils gather a range of positive and playful experiences in nature that stimulate their natural curiosity.<br/>Pupils learn songs and rhymes about nature and regularly sing them in natural outdoor spaces. Pupils can choose their favourite natural spaces or items when in their outdoor space.<br/>Pupils recycle food packaging from home in their artwork.<br/>Pupils have the opportunity to use their five senses to explore the natural world.<br/>Pupils experience and observe a range of weather patterns.<br/>Pupils can make observations on the day's weather and gain a growing vocabulary including words such as rain, wind, snow, ice, sun, cold, hot.<br/>Pupils spend time outdoors interacting with trees (climbing, gazing, hiding).<br/>Pupils take part in actions that positively impact our planet.<br/>Pupils are read stories with positive actions and futures.<br/>Pupils develop a positive relationship with nature.<br/>Pupils spend mindful time in nature listening to different sounds.</p> |                              |   |   |  |  |

Maths is taught through White Rose schemes. You can find out more at [Accessing our Nursery schemes of learning](#)

Phonics is taught through Read Write Inc scheme. You can find out more at [www.ruthmiskin.com](http://www.ruthmiskin.com)