



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 sea beach	fish octopus crab lobster	fish crab shell	shark whale	school Reception class uniform teacher friends	school Reception class uniform teacher friends
Area of Learning	Learning Intentions					
Communication and Language Speaking Listening, Attention and Understanding	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).
PSED Managing Self Building Relationships	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.

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

People, Culture and Communities The Natural World	safe at the beach/in the sun.			water) and changes they notice.		
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	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.
Climate Curriculum	<p>Pupils gather a range of positive and playful experiences in nature that stimulate their natural curiosity.</p> <p>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.</p> <p>Pupils recycle food packaging from home in their artwork.</p> <p>Pupils have the opportunity to use their five senses to explore the natural world.</p> <p>Pupils experience and observe a range of weather patterns.</p> <p>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.</p> <p>Pupils spend time outdoors interacting with trees (climbing, gazing, hiding).</p> <p>Pupils take part in actions that positively impact our planet.</p> <p>Pupils are read stories with positive actions and futures.</p> <p>Pupils develop a positive relationship with nature.</p> <p>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