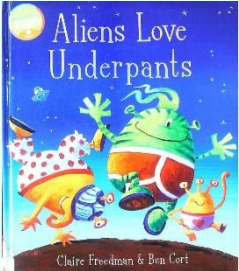
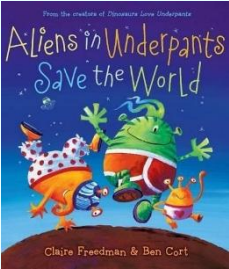
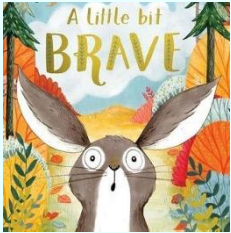
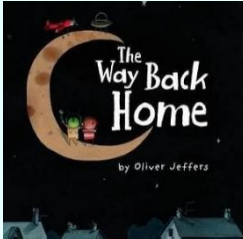
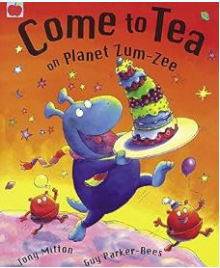
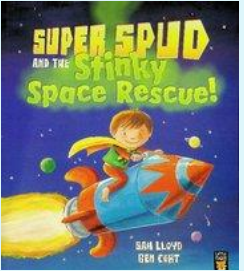




# Nursery - Summer 2 - Medium Term Plan Out of this World



Date W/C	8.06.26	15.06.26	22.06.26	29.06.26	6.07.26	13.07.26
<b>Key Literacy Focus</b>	     					
	<p><b>Non Fiction</b></p> <p>Space and Planets</p>					
<b>Literacy Word Reading</b>	<p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>• To identify sound set 1 phonic sounds</li> <li>• Ask children to work out the word you say in sounds: for example, h-a-t &gt; hat;</li> <li>• Recall stories</li> </ul>					



## Nursery - Summer 2 - Medium Term Plan Out of this World



<b>Literacy Comprehension</b>	<p><b>Children will learn:</b></p> <ul style="list-style-type: none"><li>• To answer how and why questions about the stories they hear.</li></ul> <p><b>All adults in EYFS will:</b></p> <ul style="list-style-type: none"><li>• Make previously read books available for children to share at school and at home</li><li>• Discuss books read in class</li><li>• Encourage children to make predictions on books by asking what happens next</li><li>• Talk about characters in stories they have been read</li><li>• Discuss title, Author and blurb</li><li>• Talk about story settings in stories they have been read.</li></ul>
<b>Literacy Writing</b>	<p><b>Children will learn:</b></p> <ul style="list-style-type: none"><li>• Form letters of own name.</li><li>• Write set 1 sounds they have learnt.</li><li>• 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.</li></ul>
<b>Maths Number</b>	<p><b>Children will learn:</b></p> <ul style="list-style-type: none"><li>• To subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles.</li><li>• They represent up to 5 items on a five frame.</li><li>• Counting to 5</li><li>• Finding 5 objects</li><li>• Representing 5 on a 5 frame</li><li>• Pentagons, 5 sided shapes including in the environment</li></ul>



## Nursery - Summer 2 - Medium Term Plan Out of this World



### Numerical Pattern

- 5 actions e.g. 5 hops, 5 jumps, 5 claps
- Composition of 5 (3 is a part of me, 2 is a part of me and the whole of me is 5; 4 is a part of me, 1 is a part of me and the whole of me is 5)
- 5 being the fifth number, its position on a number line, ordinal numbers
- Numicon 5
- Dice 5
- Subitising 5
- The numeral and formation of 5

Number 5 in the environment

- Representing 5 using marks, pictures and finger
- Matching numeral to quantity

#### **Children will learn:**

- To continue to count, Subitise and compare as they explore one more and one less.

### Shape, space and Measure

#### **Children will learn:**

- To talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, and bedtime.
- They use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow.
- Encourage the vocabulary of first, next, then and possibly last.
- Children explore measuring time
- Encourage children to build on their understanding of full and empty

Provide opportunities to explore capacity with different materials such as water, sand, rice and loose parts

- Initially children should be exposed to the comparison of full, half full, empty using the same container.
- Provide different sized and shaped containers.

Children need opportunities to be exposed to and to use the language of position and direction; Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'

- Children also need opportunities to use terms which are relative: 'in front of', 'behind', 'on top of'.

- Create as many opportunities as possible to explore this language such as hunting for hidden objects with some prompts (e.g. look behind the shed).

Money.



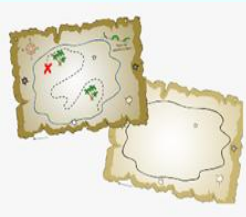
# Nursery - Summer 2 - Medium Term Plan Out of this World



**Understanding  
the World**

**People,  
Culture and  
Communities  
(Geography)**

**Children will learn:**



- That there are different countries in the world.
- To talk about the differences they have experienced and seen in photos.
- About Maps
- Map making.
- To make connections with existing knowledge.

**Past and  
Present  
(History)**

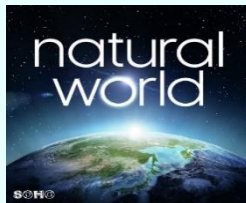
**Children will learn:**



- To compare past and present transport.

**The Natural  
World  
(Science)**

**Children will learn:**



- To sing songs and join in with rhymes and poems about the natural world.
- To observe.
- To understand similarities and differences



## Nursery - Summer 2 - Medium Term Plan Out of this World



### Computing

#### Children will learn:

- In role play children to use ICT equipment to press buttons etc take a picture on an iPad of themselves in their dress up clothes and in the outdoor area.
- iPad for independent learning.
- Children recognise that a range of technology is used in places such as homes and schools.
- They select and to use technology for particular purposes and access age related software.

### Expressive arts and Design

#### Creating with Materials

#### Painting and mixed media: Paint My World

##### Children will learn:

- To explore paint and painting techniques through nature, music and collaborative work.
- To develop creativity through child-led exploration of mixed-media, making collages and transient art.

#### Seasonal Craft: Summer Craft - Salt Painting

#### Summer- Making a Rainbow Salad

### Being Imaginative and Expressive

#### Transport

Children will learn: To use their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.

-exploring different types of transport

-trains

-boats

-cars

-transport journeys to use their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.



## Nursery - Summer 2 - Medium Term Plan Out of this World



<b>Role Play</b>	Children will explore space, including planets, astronauts, rockets, and the moon through imaginative role play. Children will role play in the Space Station - dressing up as astronauts, press controls to steer the space ship and walkie-talkies, make maps of planets and stars.
<b>Communication and Language</b>	<p><b>Listening, Attention and Understanding</b></p> <p><b>Speaking and Listening.</b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"><li>• To talk about characters, setting and structure of stories.</li><li>• To be able to answer questions and share opinions using relevant vocabulary.</li></ul> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"><li>• To use complete sentences in everyday talk.</li><li>• Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.</li><li>• Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."</li><li>• Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?"</li><li>• Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?"</li><li>• Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."</li><li>• Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat."</li><li>• Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"</li><li>• Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"</li></ul>



## Nursery - Summer 2 - Medium Term Plan Out of this World



### **Personal, Social and Emotional Development (PSED)**

#### **Self Regulation**

##### **Children will learn:**

- To establish school routines and boundaries. Begin to understanding their own and others feelings through building sharing skills through planned and independent activities
- Demonstrate praise and encouragement and allow children the freedom to make mistakes
- Have high expectations for children following instructions, with high levels of support when necessary.
- Have modelled positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
- Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.
- Undertake specific activities that encourage talk about feelings and their opinions.
- Help children to set own goals and to achieve them.
- Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely and tidy up after ourselves and so on.

#### **Managing Self**

##### **Children will learn:**

- To join in and sharing experiences in circle times and independent provision activities.
- Forming special friendships through independent activities, phase stories and activities
- Offer stay and play for parents and children to get the chance to interact in school
- Offer constructive support and recognition of child's personal achievements.
- Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.
- Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.
- Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.
- Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.
- Model practices that support good hygiene, such as insisting on washing hands before snack time.
- Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.
- Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing, toileting and oral hygiene.



## Nursery - Summer 2 - Medium Term Plan Out of this World



- Discuss oral hygiene - As a class, talk about what our teeth do and why we need to keep them healthy. What do they do at home to look after their teeth?
- Encourage the children to talk about their experiences of going to the dentist and what happens when they are there. Can they remember how they felt when they first went to the dentist? How do they feel now when they visit the dentist?

### **Building Relationships**

#### **Children will learn:**

- To make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.
- Take opportunities in class to highlight a child's interests, showing you know them and about them.
- Make sure children are encouraged to listen to each other as well as the staff.
- Ensure children's play regularly involves sharing and cooperating with friends and other peers.
- Congratulate children for their kindness to others and express your approval when they help, listen and support each other.



## Nursery - Summer 2 - Medium Term Plan Out of this World



<b>Physical development</b>		<p><b>Gross Motor</b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>• To be aware of obstacles whilst running/chasing etc. and display some special awareness.</li> </ul> <p><b>Fine Motor</b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>• Fine Motor development</li> <li>• Interventions</li> <li>• Pencil control</li> <li>• Letter formation</li> <li>• Dough Disco</li> </ul>
<b>RE</b>	<b>Branch 6 - Dialogue and Encounter</b>	
<b>RSE</b>	<p>Module 3: Created to Live in Community</p> <p>Children will learn:</p> <p>Relationship with the wider world. Children will explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p> <p>Me, You, Us</p>	