




Ellington Primary School: EYFS Nursery Summer B Medium Term Planning

<div>1. A Journey to... The Woods.</div> <div>2. A Journey to... Space.</div> <div>3. A Journey to... the Seaside/Summer.</div> <div>4. Transition- a Journey to School.</div>	Theme of Learning	<u>A Journey to...</u>		
	<div>Class Hero: Julia Donaldson</div> <div></div>	What is our favourite Julia Donaldson story?		
<div>Week 1 and 2- A Journey to... The Woods.</div> <div>Week 3 and 4- A Journey to... Space.</div> <div>Week 5 and 6- A Journey to... the Seaside/Summer</div> <div>Week 7- Consolidation/ assessment/ transition.</div>				
<div><u>Core Books</u></div> <div><div>- The Gruffalo.</div><div>- Whatever Next!</div><div>- Frogs Day Out.</div><div>- What the Ladybird Heard at the Seaside.</div></div>	<div><u>Other Key Stories Linked</u></div> <div><div>- Stories linked to the Woods.</div><div>- Stories linked to Space.</div><div>- Stories linked to the Seaside.</div><div>- Stories linked to Summer.</div></div>	<div><u>Important Dates</u></div> <div><div>Sports Day</div><div>Summer Fair</div></div> <div><u>Enrichments</u></div> <div><div>Secret Reader (school staff).</div><div><u>Visitors</u></div><div>Danny Goodall- Tree Surgeon</div></div>	<div><u>Values</u></div> <div><div>*Proud Peacock</div><div>*Respectful Rhino</div><div>*Honest Hedgehog</div><div>*Persevering Parrot</div><div>*Teamwork Tiger</div><div>*Happy Hippo</div></div>	
<div>Throughout all learning, the Nursery Team will ensure activities and interactions which support the</div> <div>Characteristics of Learning:</div>		<div>Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’</div> <div>Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do</div> <div>Creating and thinking critically – thinking; Having their own ideas; Making links; Choosing ways to do things.</div>		

	Week 1 and Week 2 The Woods	Week 3 and Week 4 Space	Week 5 and Week 6 Seaside/ Summer
Personal, Social and Emotional Development (PSED)	Self-Regulation To understand how the characters are feeling in The Gruffalo story. Respond with resilience to challenges (e.g. Sports Day races).	Self-Regulation To understand how the bear is feeling in Whatever Next! Know that all emotions are ok but not all responses are.	Self-Regulation To know how characters are feeling in What the Ladybird Heard at the Seaside and Frogs Day Out. Deal with change positively (transition).
	Managing Self Remove and replace socks and shoes/jumpers etc. when in role play area. Adapt their plans and review their progress with increasing independence.	Managing Self To independently put coat/ waterproofs on. To fasten zip on a coat/ waterproof.	Managing Self Remove and replace socks and shoes/jumpers etc. when in role play area. To fasten zip on a coat/ waterproof.
	Building Relationships Know that others may have different ideas and that is ok. To play co-operatively with other children in Nursery.	Building Relationships Listen to others and sometimes accept their ideas in play. Adapt behaviour to different situation when playing with others.	Building Relationships Play cooperatively most of the time. Regulate feelings by drawing on strategies known (when playing with others e.g. sharing).

Physical Development (PD)	Fine Use tools to create a picture of The Gruffalo. Spread using a knife when baking Gruffalo cakes. Cut a range of simple shapes and lines. Use cutlery effectively without support.	Fine We will make sandwiches the same as bear did in the story Whatever Next: Use a knife to spread effectively. Use a knife to cut a sandwich. Use a pencil with some control.	Fine Draw with increasing detail. Cut a range of simple shapes and lines. Forming letters correctly. Draw in sand.
	Gross Sports Day practice. Use large materials to build an outdoor construction.	Gross Sports Day practice. Find a space and play a spatial awareness game.	Gross Use a variety of PE resources. Increasingly use and remember sequences and patterns of movements which are related to music and rhythm.
PE	DR- PE every Friday		
Communication and Language (CL)	Listening, Attention and Understanding Know what good listening looks like. Learn vocabulary linked to the woods. Learn vocabulary from the Gruffalo story.	Listening, Attention and Understanding Learn vocabulary linked to Space. Learn vocabulary linked to the story Whatever Next! To understand the journey that the bear goes on in Whatever Next!	Listening, Attention and Understanding Learn vocabulary linked to Summer. Learn vocabulary linked to the Seaside. Learn vocabulary linked to What the Ladybird Heard at the Seaside and Frogs Day Out.
	Speaking To retell parts of The Gruffalo story. Add detail to talk. To talk about past events (holiday recount).	Speaking To retell parts of the story Whatever Next! Use a wide range of words correctly and in context.	Speaking To talk about what happens in Summer. To retell parts of What the Ladybird Heard at the Seaside and Frogs Day Out.

		To talk about Seasonal Change.	Explain your thinking!
Literacy	The Gruffalo	Whatever Next!	Frogs Day Out/ What the Ladybird Heard at the Seaside
	Word reading	Word reading	Word reading
	Recognise words with the same initial sound.	Recognise words with the same initial sound.	Recognise words with the same initial sound.
	Spot and suggest rhymes.	Look at book independently and know that print carries meaning.	Orally blend three syllable words.
	Orally Blend and segment words and begin to recognise words with the same initial sound.	Orally Blend and segment words and begin to recognise words with the same initial sound.	Know rhyming words.
	Phonics: RWI- Focusing on one sound each week.		
	Comprehension	Comprehension	Comprehension
	To retell parts of The Gruffalo.	To retell parts of Whatever Next!	To retell parts of What the Ladybird Heard at the Seaside.
	Have conversations about stories and using learnt vocabulary.	Know that stories have beginnings and endings and sometimes guess how the story will end.	To retell parts of Frogs Day Out.
			Able to make up own stories, with characters, a beginning, middle and an end.
	Writing	Writing	Writing
	Form most of the letters in their name correctly.	Form most of the letters in their name correctly.	Form most of the letters in their name correctly.
	Represent some sounds correctly when writing.	Represent some sounds correctly when writing.	Represent some sounds correctly when writing.

Mathematics	Summer B: Early Years Number/Wider Maths Jan Starters: Complete Spring A Block Teaching April Starters: Complete Autumn A Block Teaching Routines: Daily counting forwards and backwards to 10, Daily counting how many children?, Snack Table: Counting out milks/straws/fruit – Begin to problem solve 1 have 2 milks but I need 3 – How many more?							
	Begin to look at number facts with number of the week. *Subitise *Composition *Matching numeral *Number line location	Quick Maths Number: 1 Shape: Sphere Colour: Red Number Rhyme: The big red bus	Quick Maths Number: 2 Shape: cylinder Colour: blue Number Rhyme Bag: Daily Vote	Quick Maths Number: 3 Shape: cone Colour: yellow Number Rhyme: 5 Little Men in a flying saucer	Quick Maths Number: 4 Shape: cube Colour: green Number Rhyme Bag: Daily Vote	Quick Maths Number: 5 Shape: cubiod Colour: orange Number Rhyme: 5 Little Seashells	Quick Maths Number: 6 Shape: 3-D shapes recap Colour: purple Number Rhyme Bag: Daily Vote	Consolidation Week
		Early Years Number Numbers to 5 – what comes before/after Recap counting strategies	Early Years Number Matching numerals to numbers within 5. Recap counting strategies	Early Years Number Number composition 3	Early Years Number Number composition 4	Early Years Number Number composition 5	Early Years Number Subitising Number 6 – Look and identify number 6 in a variety of ways including numicon, dice, natural, fingers Introduce a 10 frame. What does 6 look like on it? How is it different to 1, 2,3,4,5?	Early Years Number Consolidation Week

	Wider Maths:	Wider Maths Consolidate: Patterns	Wider Maths Consolidate: Shapes	Wider Maths Consolidate: mass	Wider Maths Consolidate: length	Wider Maths Consolidate: height	Wider Maths Consolidate: position	
Understanding the World	Past and Present		Past and Present		Past and Present			
	Observe and talk about past significant events. Talk about past summer memories.		Understand how space travel has changed over time. Look at the first moon landing. *Explore sources/artefacts linked to the past.		Talk about experiences in nursery and transition into Reception. Compare 2 different ways of travel past and present.			
	People, Culture and Communities		People, Culture and Communities		People, Culture and Communities			
	Be interested in different occupations including linking to the woods e.g. tree surgeon. Talks about similarities and differences in cultures through story. School Occupations (secret reader).		Be interested in different occupations e.g. space. Know that life may be different in other countries. School Occupations (secret reader). Show interest in stories about people.		Be interested in different occupations e.g. coast guards. School Occupations (secret reader). Ask questions about different occupations.			

	<p>The Natural World</p> <p>Draw a simple map of a journey linking to The Gruffalo.</p> <p>Observe the changes in the garden and local area in Summer.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things e.g. looking after the woodlands.</p>	<p>The Natural World</p> <p>Observe the changes in the garden and local area in Summer.</p> <p>Respect and care for living things.</p> <p>Forces – Why do people not walk normally on the moon? Why do we need a helmet in space?</p> <p>Explore forces (magnets).</p>	<p>The Natural World</p> <p>Observe the changes in the garden and local area in Summer.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Seasonal changes within summer – Summer walk/what activities can we do in Summer – compare to other seasons.</p>

Expressive Arts and Design	<p>Creating with Materials</p> <p>Create artwork with different media linked to the woods.</p> <p>Join different materials and explore different textures.</p> <p>Choose colours appropriately for task.</p> <p>Explore simple shapes to create art.</p>	<p>Creating with Materials</p> <p>Create artwork with different media linked to space.</p> <p>Know how to use a split pin.</p> <p>Explore watercolour paints (planets).</p> <p>Choose media for a task.</p>	<p>Creating with Materials</p> <p>Create artwork with different media linked to the seaside.</p> <p>Create artwork with different media linked to summer.</p> <p>Create a moving structure.</p> <p>Draw with increasing complexity and detail.</p>
	<p>Being Imaginative</p> <p>Using costumes to support role play of stories (The Gruffalo roleplay area).</p> <p>Explore using loose parts and general small world resources to act out stories (the woods).</p> <p>Listen and respond to different music.</p> <p>Learn simple songs.</p>	<p>Being Imaginative</p> <p>Explore using loose parts and general small world resources to act out stories (planets).</p> <p>Respond to own and others performances.</p> <p>Move in response to music.</p>	<p>Being Imaginative</p> <p>Explore using loose parts and general small world resources to act out stories (beach scene).</p> <p>Sing a range of songs with some attention to tune (pitch match).</p> <p>Add music to a story.</p>

Computing	<p>The children have access to iPads, interactive board including paint (children to use paint to do observational drawings). Mr Bailey to do a session each half term e.g. using iPads, computer programming devices e.g. beebots, now- press- play traditional tales experience.</p>		
School Values	<p>Recap what it means to be a Proud Peacock.</p> <p>Recap what it means to be a Respectful Rhino.</p>	<p>Recap what it means to be a Honest Hedgehog.</p> <p>Recap what it means to be a Teamwork Tiger.</p>	<p>Recap what it means to be a Happy Hippo.</p> <p>Recap what it means to be a Persevering Parrot.</p>