A group of white swans

Description automatically generated

**As readers and writers/mark-makers we will be…**

Noticing some print, such as the first letter of our name, a bus or door number, or a familiar logo. • Making marks on their picture to stand for their name.

**Comprehension -** • To know print can have different purposes • To name the different parts of a book, including front cover, back cover, title, author, page • To engage in extended conversations about stories, learning new vocabulary • To be able to tell a story to friends • To talk about events, the setting and characters in books • To recognise my own name **Word Reading** - •To begin to blend sounds •To identify initial sounds and blend familiar CVC words **Writing** - • To write my first name independently so it is recognisable to others, using a variety of media. • Writing some letters accurately.

As communicators, we will be…

• Listening to simple stories and understand what is happening, with the help of the pictures. • Identifying familiar objects and properties for practitioners when they are described. for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. • Understanding and acting on longer sentences like ‘make teddy jump’ or ‘find your coat’. • Understanding simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).

• Using talk to organise ourselves and our play: “Let’s go on a bus... you sit there... I’ll be the driver.” •To listen to stories and retain key vocabulary • To listen to different Nursery rhymes and join in, singing words confidently and clearly • To join in with repeating phrases of a story • To be able to talk about the setting, characters and the structure of the story.

Four Swannes Primary School

**Physical Development/P.E.**

Physically, we will be…

• Developing manipulation and control. • Exploring different materials and tools.

Starting to eat independently and learning how to use a knife and fork.

• Making healthy choices about food, drink, activity and toothbrushing

• Increasingly independent as we get dressed and undressed, for example, putting coats on and doing up zips • Start taking part in some group activities, which they make up for themselves, or in teams • To write their names • To confidently use scissors and other tools safely.

**Summer 2 ‘25**

*‘Splash’*

Water

**02.06 Week 1**

The Storm Whale

**09.06 Week 2**

I will not never ever eat a tomato

**(Healthy eating week)**

**16.06 Week 3**

Tiddler

**23.06 Week 4**

What the Ladybird Heard at the Seaside

**30.06 Week 5**

Hooray for Fish

**07.07 Week 6**

Mr Seahorse

**14.07. Week 7**

How to Find a Fruit Bat

**(Summer tea party)**

**Festivals/Special Occasions:**

Eid al-Fitr (Islam) Fathers’ Day Summer Solstice/Midsummers Day

**Trips/Experiences:**

Trip to Seaside

Fruit tasting

Tea party

Imaginatively and as artists, musicians and designers we will be …

• Enjoying and taking part in action songs, such as ‘Twinkle, Twinkle Little Star’. • Making simple models which express our ideas. • Using our imagination as we consider what we can do with different materials.

•To explore different materials freely, in order to develop their ideas about how to use them and what to make •To develop their own ideas and then decide which materials to use to express them •To use drawing to represent ideas like movement or loud noises.

• Make imaginative and complex “small worlds” with blocks and construction kits, such as a city with different buildings and a park •To listen to music and create movements to the different beats • To create their own songs or improvise a song around one they know • To Play instruments with increasing control to express their feelings and ideas • Playing instruments with increasing control to express our feelings and ideas. • Using drawing to represent ideas like movement or loud noises. • Exploring colour and colour-mixing

Personally, Socially and Emotionally we will be…

• Talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. • Learning to use the toilet with help, and then independently.

**Self-Regulation-** • To gain enough confidence to talk to adults and peers • To usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met • To adapt my behaviour to different events, social situations and changes in routine

**Managing Self-** • To be aware that I am part of Nursery class and have a shared responsibility to follow our class rules • To follow the rules, understanding why they are important • To decide what I want to achieve when playing eg, I want to build a rocket • To understand that equipment and tools have to be used safely • Increasingly independent in meeting our own care needs, e.g. brushing teeth, using the toilet, washing and drying our hands thoroughly. • Making healthy choices about food, drink, activity and toothbrushing.

**Building Relationships**. • To become more confident with unfamiliar people in familiar settings •To play with one or more other children, extending and elaborating play ideas e.g. building up a role-play activity with other children • To demonstrate friendly behavior, initiating conversations and forming good relationships with peers and familiar adults.

Learning about people & the world, we will be…

•Noticing differences between people.

•To compare sources of water in the past and present •To develop a positive attitude about the differences between people •To know that there are different countries in the world and can talk about the differences I have experienced or seen in photos • Exploring and talking about different forces we can feel • Talking about the differences between materials and changes we notice • Aware and know that there are different countries in the world and talk about the differences we have experienced or seen in photos

•To explore collections of materials with similar and/or different properties.

As mathematicians we will be…

• Notice patterns and arrange things in patterns.

• Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’… • Make comparisons between objects related to size, length, weight and capacity. • Extending and creating ABAB patterns – stick, leaf, stick, leaf. • Noticing and correcting an error in a repeating pattern. • Understand position through words alone- e.g. ‘The bag is under the table,’- with no pointing. • Discussing routes and locations, using words like ‘in front of’ and ‘behind’ •To quickly recall up to 3 objects, without having to count them individually (‘subitising’). To say one number for each item in order: 1,2,3,4,5 •To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 •Practical addition •Begin to find one more/less using apparatus. •To solve real world mathematical problems with numbers up to 5 •To recite numbers to 10 • To talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.

Medium term plan Nursery

Summer 2

2025