



Seaside



Foundation Stage Curriculum	Skills	Overview						
<p><u>Summer 2</u></p> <p>Texts</p> <p>The Snail and the Whale</p> <p>Tiddler</p> <p>Pirates Love Underpants</p> <p>A New Home for a Pirate</p> <p>Winnie the Witch at the Seaside</p>	<p><u>Talk4Writing</u></p> <p>Teach story telling words -</p> <ul style="list-style-type: none"> • After that • because • finally <p>Writing opportunities -</p> <ul style="list-style-type: none"> • Story Maps • treasure Maps • Labelling • Father's Day card • Lists • 'blackboard' writing <p>Phonics - Speed Sounds Set 1 (N2) m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, qu, x.</p> <p>Simple cvc blending and segmenting Cat, dog, pen, pig, map, ten, net, bag, fan, lip, hat, run, jug, van, wig, box, zip etc.</p> <p>Fine Motor Opportunities-</p>	<p>In the classroom environment both indoor and out children will have the opportunity:</p> <ul style="list-style-type: none"> • To draw, write and paint • To play with rhyme • Listens to stories with increasing attention and recall. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters • Gives meaning to marks they make as they draw, write and paint. • To hear and say initial sound in words. • To use some clearly identifiable letters to communicate • To write own name and other things such as labels and captions <p>As a class children will be introduced to new stories and Talk4Writing techniques</p> <table border="1"> <tr> <td>Teacher as teller</td><td>Withdraw and prompt</td><td>Teacher as listener</td></tr> <tr> <td>Children as listeners</td><td>Increasingly join in</td><td>Children as tellers</td></tr> </table> <p>New vocabulary and word banks built quickly. Characters and settings explored in stories</p> <p>Opportunities for Story maps, labelling maps of the Gruffalo woods and an Easter egg hunt map, name labels, lists, story books - alongside physical skills to develop hand, wrist and finger strength. Pencil grip and control</p> <p>Tweezer skills Tinker Table</p>	Teacher as teller	Withdraw and prompt	Teacher as listener	Children as listeners	Increasingly join in	Children as tellers
Teacher as teller	Withdraw and prompt	Teacher as listener						
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MEDIUM TERM PLANNING | Foundation Stage

Nunthorpe Primary Academy

Year Group: **Nursery**

.	<ul style="list-style-type: none">• Squiggle Whilst you wiggle (3x week)• Weekly tinker table activities• Pencil portraits• Physical packs sent home for additional support if required.• Topic related opportunities• Cutting activities	<p>Scissor skills –</p> <ul style="list-style-type: none">• Small snips, curved lines and around corners with increasing accuracy• begin to turn the paper with “helping hand” making and manipulating dough <p>Children introduced to systematic synthetic phonics = RWI. Set 1 Sounds</p>
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