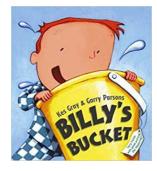
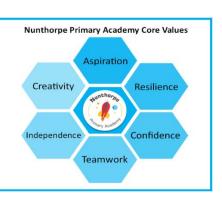


MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy



Summer Holidays



Characteristics of Effective Learning			
Playing and exploring – engagement	Active Learning – Motivation	Creating and thinking critically	
Finding out and exploring Playing with what they know Being willing 'to have a go'	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.	Having their own ideas Making links Choosing ways of doing things	
Intent, Vision & Values			
The focus of this unit is to provide children with the opportunity to share their own experiences and develop and deepen their understanding of the world around them, particularly their knowledge of summer and holidays. This will be taught through sensory exploration of resources, photographs and shared recounts. Children will be encouraged to openly share special memories of holidays and what they like to do during the summer and act out these experiences using the carefully planned resources. Writing materials will provide children with opportunities to experiments with mark making and writing as they engage in activities that enhance and apply their phonological skills. Examples include, writing a postcard and creating a menu in the fish and chip shop. All pupils will explore the changes in weather during summer and discuss ways to stay safe in the sun. Through chosen texts, the children will learn about different sea creatures and ways to care for them. Pupils will begin to understand ways to protect these animals and state some of the dangers to sea life that humans create (plastics in the ocean).			
Communication and Language	Skills	Overview	
Listening and Attention	• Children will increasingly be able to pay attention to more than one thing at a time.	Children will read 'Billy's Bucket', 'Seaside Poems', 'There's a whole at the bottom of the sea' and other stories based around the summertime theme. They will enjoy listening and retelling the story with small world resources. These may include pirate boats,	



Speaking	 Children will use a wide range of vocabulary to organise their thoughts, feelings and opinions and use this to express a point of view. As children start a conversation and debate they will use a range of tenses as they join sentences. Pupils will introduce a storyline or narrative to their play. 	 seaside resources or sea creature scenes. The role-play area will be turned into a fish and chip shop for the children to play the role of the customer or shop keeper. The children will create resources for these areas using mod rock to create fish and chips. They will work with an adult to write menus using their phonic knowledge and mark making. The children will use their own experiences to influence role-play activities; they will have the opportunity to explore sand, shells, sea creatures and explain their understanding and memories of these. Children will create simple narratives while playing in the role-play area. They will take on a role in the area and create simple stories using props and resources. Children will explore different types of holidays, e.g. camping, travelling abroad, visiting the seaside etc.
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Personal, Social, Emotional Development	Skills	Overview
• Self- Regulation	 Children will develop a sense of responsibility within the class. Children will demonstrate assertiveness as they play and solve conflict with peers. 	Children will use circle time activities to recall and share the rules of the setting and their role/expectations within the classroom. Children will be praised and rewards will be given for appropriate behaviour; sharing, taking turns, tidying up resources they've played with etc. Children will be supported to identify the effects of their actions on others; they will talk about how they can make others feel happy and what may cause others to become upset.
 Managing Self 	 Children will illustrate knowledge of how to care for themselves by meeting their own needs e.g brushing their own teeth, using the toilet, washing their hands thoroughly and making healthy food choices. 	Through RSE teaching, the topic for this half term will be centred around the theme of 'my body and my health'. As part of this theme, the children will focus on their bodies, independence with toileting and dressing, hand hygiene and keeping safe in the sun.



		The children will spend time continuing to learn about what makes them different and developing an understanding of good health and hygiene. Children will explore how to manage their own basic hygiene such as hand washing after using the toilet and how to prevent our germs from spreading when we have coughs and colds. When it comes to playing outside, the children will be encouraged to put their coats on themselves. As the weather improves, the children will develop an understanding of sun safety; this will coincide with our summer term topic. The children will practise staying safe in the sun while using our outdoor area and will have opportunities to talk about
 Building Relationships 	 Children will engage in pretend play with others and illustrate a range of roles. Children will understand how others feel and respond appropriately to this. 	this in circle times. Children will continue to extend friendships through play. They will initiate conversations and use friendly gestures to engage with others and offer them opportunities to join them while playing. Children will have the opportunity to form and develop friendships by playing group games. Children will play games such as In my Bucket I have, seaside dominoes, I spy etc. Children will be encouraged to compromise and find ways to share ideas and resources before seeking support from an adult.

Physical Development	Skills	Overview
Gross Motor Skills	 Children will demonstrate independence as they get dressed and undressed. E.g taking their shoes on and off for Yoga or putting their coats on to go outside. 	P.E sessions will focus on sports day practise. Children will practise taking turns, working as a team to encourage and support others and using a range of resources to complete beanbag races, obstacle courses, team games and sprinting races. The children will take part in races, balancing activities and practise their throwing skills. Children will continue to join in with



		Squiggle Whilst you Wiggle sessions to support gross and fine motor movement.
• Fine Motor Skills	 Pupils will be able to use scissors, using one hand, as they make snips and cut shapes. Holds pencil near point between first two fingers and thumb and uses it with good control. Children will form recognisable letters as they practice writing their name. 	Children will complete weekly mark making activities based on the story or current interest of the children. Children who struggle with pencil grasp will be supported by physical interventions. Weekly tinker table activities such as, using beads to create seaside pictures, sea creature threading, pompom ice creams with tongs, watermelon seeds in playdough, hammering tees into a watermelon etc, will be planned to support fine motor development. Children will use name cards to practise name writing each week, they will be able to make a plausible attempt/ write their name by the time they exit nursery.

Literacy	Skills	Overview
Comprehension	 Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	Children will be able to retell both topic stories using repeated refrains, phrases and props within the setting. Children will listen to poems about the seaside and recognise humour within these stories. Children will answer questions about the key texts, using their knowledge of the story and illustrations to support recall. Children will look at fact books and explore pictures about Sea- life. They will share their own knowledge and understanding of these creatures and will have opportunities to as questions and explore animals.
Word Reading	 Recognises their peg and owl names and can identify some of the letters. Can link sounds to letters 	The children will have the opportunity to identify logos in the role-play area, e.g Birdseye, Nivea, Jet2 etc. Through focused phonic teaching, N2 children will continue to identify phonics sounds and begin to apply them to blending activities. Adults will support children to sort objects by initial sounds and begin to



		aurally blend sounds in simple words. Children who have a secure understanding of phonics will begin to use CVC word cards to begin blending sounds in simple words. Children will use name cards and self-registration cards to recognise their name. Children will have access topic stories in the reading area.
• Writing	 Children will use print and letter knowledge in play. Children will write some or all of their name. 	N2 Children will use the handwriting rhymes in phonics sessions to develop letter formation. Children will use whiteboards and pens to practise writing letter sounds. A variety of mark making/ writing opportunities linked to the summer topic and the books listed below will give children opportunities to make marks and form letter sounds to represent spoken words and phrases. There will also be opportunities for children to write freely and independently for a variety of purposes. Possibilities include writing menus and order forms in the fish and chip shop, creating holiday lists, writing postcards, messages in a bottle, writing labels to explain what is in their bucket. Children will explain what they have written while discussing writing with adults. Children who are confident in identifying sounds in simple words will begin to segment and sequence letters to write simple vc and cvc words.

Mathematics	Skills	Overview
• Number	 Shows an interest in numerals in the environment. Children will begin to experiment with their own marks and numerals and show an interest in representing numbers. Counts actions or objects, which cannot be moved. Show finger numbers up to 5. 	At the start of every maths session, children will sing number songs and represent numbers with their fingers. Children will count objects and begin to share them into buckets/ boats etc. Children will separate the objects in different ways and count the objects to find that the total is the same. The children will identify numbers in different areas of the classroom such as on order forms and in menus in the fish and chip shop. Children will be



	 Counts up to and groups of objects with up to 10 objects. Count up to 10 objects saying one number for each. Selects the correct numeral to represent groups of objects 1 to 5 and begin to do the same for 1-10. Can subitise up to three objects without counting. 	 encouraged to represent numbers in independent writing activities such as building boats in the construction area. Children will be encouraged to count objects while playing, using number names to count up to and beyond 10. They will begin to match corresponding numbers up to 10 objects. Children will continue to identify simple 2D shapes in different areas of the classroom. The children will begin to name and compare these shapes. They will begin to talk about the
Number Patterns	 Discuss routes and locations, using words like 'in front' and 'behind'. Talk about and explore 2D shapes using informal and mathematical language. E.g. sides, edges, corners, flat, round. Orders two or three items by length or height. 	properties of these shapes; e.g. a square has 4 straight sides. They will sort objects into categories such as organise and order them by size, these will include printed spades, sea creatures, ice creams etc. Children will practise money handling while working in the role-play areas, indoors and out. They will use different coins in the fish and chip shop and ice cream shops. They will talk about money while taking orders. Children will use key language such as pence, pounds, coins, pay, cost etc. Children will talk about past and possible future experiences while thinking about holidays.

Knowledge and Understanding	Skills	Overview
Past and Present	 Remembers and talks about significant events in their own experience. 	Children will think about their half term holiday. Children will recall events from holidays and talk about them with their friends and adults in the setting. The children will talk about experiences of going to the seaside and on holiday. The children will use the story, Billy's bucket to explore sea creatures
The Natural World	 Have the confidence to comment and asks questions about aspects of their familiar world 	and talk about their own knowledge of these; they will share ideas about what may be in their buckets.



	such as the place where they live or the natural	Children will be able to show care and concern about
	world.	the creatures they are talking about, they will talk
		about how to look after the environment to protect
		ocean life. The children will talk about their own
		environment and compare it to others. The children
		will have opportunities to explore resources first
		hand, e.g. seaweed, shells, fish, goggles etc. Children
		will talk about saying safe in the sun, they will share
		their knowledge and practise this while using the
		outdoor environment.
People, Cultures and Communities	• Continue to develop positive attitudes about the	Children will talk about the roles of the waiter,
	differences between people.	customer while playing in the role-play area, they will
	 Children will discuss their experiences of other 	be able to identify what they need to do in their role
	countries and the differences they have seen	and act this out with others. The children will talk
	through memory or pictures.	about their experiences over half term. They will think
	through memory or pictures.	about who they have spent time with and what their
		favourite memory. The children will talk about
		holidays they have been on with family/ friends. They
		will share these with the group.

Expressive Arts and Design	Skills	Overview
Creating with materials	 Explore different materials, join them together and develop their ideas on how to use them. E.g choosing different textiles and mixed media to create a picture. Children will develop their own ideas and decide which materials to use to execute them. 	Children will explore colours and shades while creating artwork for the corridor display. Children will explore a range of materials and media to create a sea creature model, painting or collage picture. The children will experiment with bubble



	•	Children will explore colour, mixing and choose particular colours for a purpose.	painting and explore what happens when colours are mixed.
Being imaginative and creative	•	Children will engage in imaginative role-play based on their own first-had experiences, using objects (which are not always similar) and resources purposefully. Children will develop complex stories using small world resources.	Children will use their own experiences to influence role-play activities; they will use resources to act out different roles. Children will use small world resources such as sea creatures, buckets and spades to create stories.

Trips and Experiences	Possible Linked Texts
Children will take part in their own sports day activities.	Commotion in the ocean
	Winnie at the seaside
	Sally and the limpet
	Tiddler
	Lucy and Tom at the Seaside
	At the Beach
	Mister Seahorse
	Sharing a shell
	A hole in the bottom of the sea
	Billy's bucket
	Seaside Poems
	Kipper's sunny day
	100 facts seashore



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Nursery Summer 2 (Year 1 of rotation)

Assessment

During the first two weeks in Nursery, staff will make skilful observations of the children as they play. This information will be used to identify their starting points in all key areas of development. The observations will be recorded in an entry to Nursery narrative document'.

Staff will also regularly record observations using 'Evidence Me', to document learning within the setting. They may also suggest next steps which parents can read and contribute to digitally. Children will draw their own 'pencil portraits' termly and staff will annotate this, commenting on pencil grip and fine motor development.