



Summer Medium Term Plan

Once Upon a Time & Our Wonderful World



Area of development	Nursery Children will be given opportunities to:	Reception Children will be given opportunities to:
Personal, social and emotional development	- Put own coat on and hang on peg independently. - Use the toilet independently including washing hands - Persevere when things are hard - Independently explore new areas and resources with confidence - Knows when to blow nose - Confidently understands and follows rules and routines - Makes correct choices - Recognises their emotions and why they are feeling this way - Have confidence to seek and speak to a familiar adult. - Share with support - Have their own friends and play with others cooperatively - Play with other children sustain attention for 5 minutes in a small or large group - Make healthy choices about food, drink, activity and toothbrushing.	- Persevere when things are hard. - Use a knife and fork, spoon and cup effectively - Get self changed for PE and back into uniform - Make the right choices about their behaviour. - Talk about different emotions/feelings and recognise these in themselves and others - Solve simple conflicts with other children. - Engage in back and forth conversations with other children, responding to what is said. - Sustain attention for at least 15 minutes in a small and large group. - Follow 2/3 step instructions
Communication and language	- Listen to a story and a discussion in a smaller or larger group discussion. - Learns and uses new words and vocabulary about our current learning focus. - Uses and speaks in sentences with up to 6 words. - When speaking in these sentences, may sometimes use the wrong tense and plural. - Develops pronunciation but may still have problems saying simple sounds or long words. - Shares their own opinion saying whether they agree or not. - Answers simple recall questions about what they have heard. - Enjoys listening to and joins in with stories. - Knows and sings up to 6 Nursery Rhymes or songs. - Joins in with repeated phrases and anticipates key events in familiar stories. - To start or be involved with a short conversation with a friend or familiar adult. - Uses simple sentences (up to 6 words) to organise themselves and their friends within their play. - Understand and follow a 2-part instruction. - Understands and responds to a simple 'why' question.	- Listen for 15 minutes in a small or larger group discussion. - Learns and uses new words and vocabulary about our current learning focus - Uses these new words in discussion and in their play. - Shares ideas and communicates in full sentences using a range of conjunctions (with some support) - Use past present and future tenses when speaking (with some support) - Asks questions - Talks about own experiences in detail - Engage in story time - Enjoys listening to and joining in with stories - Retell a familiar story using story language and repeated phrases. - Learns at least 12 songs, rhymes and poems by heart. - Recognises and recall information from non-fiction texts - Joins in with discussions, answering questions and sharing own opinions and ideas. - Engages in back and forth conversations with peers and other adults, listening to and responding to what is said. - Understands and follows instructions involving several ideas or parts
Physical Development	Health and self-care - Throw and catch a large ball - Confident in experimenting with different ways of moving. - Kicks a ball confidently. - Balance on one foot. - Are confident in developing their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Health and self-care - Use the playtrail effectively - Can confidently use large and small apparatus - Travel around confidently using a range of different movements- running, skipping etc. - Throw and catch a small ball/beanbag. - Pass a ball precisely by either kicking, hitting or throwing. - Combine movements together.
	Fine motor skills - Turns the pages of a book effectively - Holds scissors correctly and uses them to cut simple lines. - Hold a pencil in a preferred hand with a tripod grip to make marks on paper. - Use large-muscle movements to wave flags and streamers, paint and make marks.	Fine motor skills - Effectively form letters. - Effectively use a pair of scissors - Use a knife and fork effectively when eating



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Literacy	- Understand the key concepts about print: - -print has meaning -print can have different purposes - we read English text from left to right and from top to bottom - Recalls what happens at the beginning, middle and end of a story - Recognises words with the same initial sound, such as money and mother. - Engages in extended conversations about stories, whilst using learnt new vocabulary. - Recognises own name - Knows and sing 6 nursery rhymes/familiar songs - Hears oral blending (when sounded out by others) - Retells a simple story - Confidently count or clap syllables in a word - Holds pencil confidently in dominant hand with a tripod grasp. - Makes recognisable marks (drawing and painting) and gives meanings to them. - Confidently speaks in simple sentences. - Writes first name independently. - Can write initial letter sounds for some words (known and familiar sounds). - Writes some of the letters in their name accurately.	- knows at least 10 digraphs - blend words with these digraphs in. - recognise tricky words when reading - read sentences with fluency - know at least 12 familiar nursery rhymes/songs - retell a familiar story using story language - talk about characters feelings and give reasons - understand the difference between fiction and non fiction - Writes full name - form most letters correctly - orally rehearse sentence before writing - write a simple sentence independently with finger spaces - put a full stop at the end of each sentence - write some familiar tricky word correctly - re-read what has been written to check it makes sense.
Maths	- Recite numbers to 10. - Recognise numerals to 5. - Subitise up to 3 in any arrangement. - Match numbers and quantities to 5. - Recognise the last counting number is the total (cardinality). - Confidently shows 'finger numbers' up to 5. - Count up to 5 objects with 1-1 correspondence. - Get up to 3 objects out of a large amount. - Find how many altogether by combining 2 groups of objects (up to 5). - Experiment with their own symbols and marks as well as numerals. - Find how many are left over after removing a small amount from a larger amount (up to 5). - Add 1 more to a given amount. - Compare 2 groups of objects saying which has more/less. SSM: - Recognise 2d shapes (circle, square, triangle, rectangle). - Select shapes appropriately: flat surfaces for building, a triangle for a roof, etc. and talk about the shapes and why they have used them. - Compare the weight of 2 objects, identifying which is heavier/lighter. - Compare the volume of capacity, identifying empty and full. - Understand the language of position and direction (on, under, next to, behind, in front of, in between)	- Count in 2's to 10. - Recognise numerals to 20. - Form numbers to 10 correctly. - Understand how to partition a number to 10 into smaller amounts. - Recall number bonds to 5 including subtraction facts. - Begin to recall number bonds to 10. - Know double facts to 5+5. - Say 1 more than a number to 10. - Say 1 less than a number to 10. - Subtract a single digit from a larger single digit using apparatus. - Compare numbers by saying which number is greater, which is less or equal to 10 SSM: - Recognise and name 2d shapes (circle, square, triangle, rectangle). - Recognise and name 3d shapes (sphere, cube, cuboid, cylinder). - Describe the properties of 2d and 3d shapes (sides, corners, straight, curved, aces, - Use 2d and 3d shapes to create pictures, thinking about the properties of each shape. - Understand and name the 2d shapes that make up a 3d shape. - Understand and use the language of position and direction (on, under, next to, behind, in front of, in between, along, forwards, backwards, sideways)
Understanding the world	- Know that there are different countries in the world, name some and talk about the differences they have experienced or seen in photos. - Confidently uses all of their senses in hands-on exploration of natural materials. - Recognise and talk about the weather and changes in environment - To predict what might happen (investigations) - Explore and talk about different forces they can feel. - To complete an activity on the iPad or IWB	- To name all 4 seasons and begin to talk about their features - Predict what might happen and give reasons (investigation) - To complete an activity on the iPad or IWB - Compare and contrast characters from stories. - Talk about people from the past. - Draw information from a simple map. - Talk about how life in this country is similar and different from life in other countries.



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	To talk about how things work.	Talk about how the place we live is different to other places around the world
Expressive arts and design	- Knows and sings some familiar songs on their own or in a small group using a singing voice and may make up their own. - Explores and engages in music making on their own or in a small group. - Explores instruments and the sounds that they make, knowing how to make them louder and quieter. - Enjoys and shows interest in listening to different types of music. - Enjoys moving to music. - Knows all basic colours and can name and recognise them in the environment. - Uses lines and circles to draw and paint recognisable things and explain what they have painted/drawn. - Beginning to draw fine detail onto drawings and paintings such as emotions e.g. happy and sad faces. - Enjoys junk modelling and beginning to describe what they've made. - Enjoys using available resources to collage and create new things. - Enjoys looking at a range of art work and may be beginning to make comments. - Uses familiar art work as base for their own work. - Uses scissors to cut a simple line. - Uses construction resources to build and balance. - Uses simple words to describe their construction model. - Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc. - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Uses simple sentences to extend their play experiences.	- To use instruments to make different sounds including loud, quiet, fast, slow, high and low. - Begin to tap a beat or rhythm. - Listen to different pieces of music, expressing their own opinions and ideas. - Shares own ideas and opinions about different dances. - To purposefully mix colours together to make a new colour - Uses a variety of materials to create to own work, choosing their style and resources appropriately. - Talks about different artworks, sharing own opinions and giving reasons. - Begins to recognise different artists and famous artworks. - Creates own models using junk modelling, giving meaning to each piece. - Attaches things together by using a range of resources including stapler, Sellotape, masking tape, glue and split pin. - Create work collaboratively, taking turns and sharing ideas as a group. - Develop storylines in their pretend play. - Role play familiar stories and narratives, using available resources to enhance their play. - Uses new and learnt vocabulary in their role play
Sticky Vocab		
Traditional Tales	Once upon a time, Goldilocks, 3 Pigs, Gingerbread Man, Wolf, Little Red Riding Hood	Once upon a time, happily ever after, characters, setting, beginning, middle, end, sly, sneaky
Summer	Summer, hot, sun, beach, sun hat, sunglasses, shorts	Summer, season, long days, light nights, sun-cream, swimsuit, swim shorts, picnic
Our local area	Bury, world, live, school, shops, streets, roads	Bury, England, map, globe, local area, St. Marie's Church, traffic lights
The World	Places, Poland, Pakistan, Africa, hot, cold, clothes	Places, Countries, Antarctica, same, different, weather, mountains, arctic animals, camouflage
Transport	Car, plane, bus, train, wheels, go, move	Vehicle, helicopter, tank, transporter, horse and carriage, travel