

HOLIDAYS AND TRANSPORT

First Hand Experiences
 Train journey
 Horse and cart
 Double decker bus [Library bus – what can we see outside?]
 Walking barefoot in the sand [sand pit]

<u>Vocab</u>	<u>Knowledge</u>	<u>Skills</u>
Car/train/ aeroplane/boat/ship/bus/coach Beach/seaside/ summer	<ul style="list-style-type: none"> I know that transport can be on land, in the sky, on water, underground. I know that different types of transport move in different ways I know that some places are close to me and that some places are far away. I know that a holiday can be for a day trip or for a longer time I know that summer comes after spring and that the weather is warmer I know what clothes I would wear on holiday/in the summer 	<ul style="list-style-type: none"> I can build forms of transport using construction materials and reclaimed materials I can explore how well different types of transport move [boats on water, vehicles on slopes etc]. I can role play using different types of transport using props I can talk about visits/holidays/special days out that I have had I can talk about clothes I wear in the summer time I can explain/describe what happens/what I see around me in the summer time.

Objectives	Possible Learning Activities
Writing <u>[from 40-60 months]</u> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together.	<ul style="list-style-type: none"> Letter formation Name writing postcards [send home] Writing cvc words [more able]
Reading <u>[from 40-60 months]</u> Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom.	<ul style="list-style-type: none"> Phase 2 phonics Reading simple captions containing Reception tricky words and cvc words [more able]. Listening to stories, learning rhymes and songs
Number and Shape, Space and Measure <u>[from 40-60 months]</u> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	<ul style="list-style-type: none"> Tickets to travel/pennies Counting beyond ten [passengers] Simple practical adding and taking away problems within 5 [in story/rhyme] Writing numbers 0 to 10

Medium Term Plan – Nursery Summer 2

<p>RE Bible stories</p>	<ul style="list-style-type: none"> • Church visit • Meeting people associated with the church • Share the bible stories of “The lost sheep” and other suitable new Testament stories [tell with puppets, through drama etc.
<p style="text-align: center;">Communication and Language</p> <p>[from 30-50 months]</p> <p>• Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.</p>	<ul style="list-style-type: none"> • Packing a suitcase for a holiday [Kim’s game/memory game activity] • “What can I see out of the window?” game
<p style="text-align: center;">Physical Development</p> <p>[from 30-50 months]</p> <p>• Draws lines and circles using gross motor movements. • 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. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name.</p>	<ul style="list-style-type: none"> • Knives and forks in the playdough [cutlery ready for school] • Buckets/spades digging • Paddling pool/sand pit [pretend beach] • Sports day
<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>[from 30-50 months]</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>• Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>• Shows confidence in asking adults for help.</p> <p>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>• Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<ul style="list-style-type: none"> • Teddy bear picnic • Staying to have a school dinner/packed lunch • Going on a Nursery trip • Getting used to a school environment [transition] and meeting school staff • transition – getting ready for school
<p style="text-align: center;">Understanding the World</p> <p>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment</p> <p>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<ul style="list-style-type: none"> • Going on a walking journey [vicarage meadow?].
<p style="text-align: center;">Expressive Arts and Design</p> <p>[from 30-50 months]</p> <p>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose.</p> <p>• Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</p>	<ul style="list-style-type: none"> • Wax resin flag for own sandcastle • Making bunting • tickets