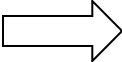


## Medium term plan Summer Term 2 2024

### Foundation Stage - Where shall we go?

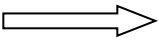
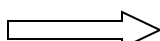
Nursery learning intentions are taken from Development Matters (3/4 years)

**Vocabulary:** sea, rubbish, pollution, beach, shell, fish, octopus, shark, sun, past, now, games

Area of Learning	Week 1 3.6.24 Shark in the park	Week 2 10.6.24 Shark in the park	Week 3 17.6.24 Octopants	Week 4 24.6.24 Octopants	Week 5 1.7.24 Sharing a shell	Week 6 8.7.24 Sharing a shell PLUS Non-fiction	Week 7 15.7.24 TRANSITION activities and discussions Starting School books Maisy goes to school Rocking in my school shoes Alfie goes to school
<b>PSED</b> through other six areas of learning	Transition to YR Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.  Circle games linked to theme e.g When you need to tell an adult	What if..? In the park	How can we help fish to live safely in the sea?	How do sea creatures help each other? How do we do that at Nursery?	Sea and beach safety. How do we stay safe?	Talk about what Sally does in the story to help herself	What will the new rules and routines be in our reception classes?

<b>Global Citizenship Oxfam</b>	<b>Sense of identity and self-esteem</b> <ul style="list-style-type: none"> <li>• awareness of self and own uniqueness</li> <li>• sense of self-worth and worth of others</li> </ul>	<b>Commitment to social justice and equity</b> <ul style="list-style-type: none"> <li>• sense of fair play</li> <li>• willingness to take turns and share</li> </ul>	<b>Respect for people and human rights</b> <ul style="list-style-type: none"> <li>• starting to think of others</li> </ul>	<b>Concern for the environment and commitment to sustainable development</b> <ul style="list-style-type: none"> <li>• appreciation of, and care for, living things and own environment</li> <li>• sense of wonder and curiosity about the world</li> <li>• starting to value</li> </ul>	<b>Commitment to participation and inclusion</b> <ul style="list-style-type: none"> <li>• willingness to play fairly and inclusively with others</li> </ul>	<b>Belief that people can bring about change</b> <ul style="list-style-type: none"> <li>• belief that everyone can do things to improve surroundings and support others</li> </ul>	
<b>CLL&amp;L - plus daily RWI initial sounds</b>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Words to describe the shark Make zig zag books of the story Trace and write names Play listening games</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Rhyming games Draw and label a shark Listen to Octopus' garden Speech bubble for octopus - what does he say? How does he feel</p>	<p>Be able to express a point of view and debate when they disagree with an adult or a friend using words or actions.</p> <p>Sequence the story Play matching games Label fish colours Sand patterns 5 little fish went swimming one day</p>	<p>Be able to express a point of view and debate when they disagree with an adult or a friend using words or actions.</p> <p>Look at non-fiction books about sea creatures Sea life with speech bubbles</p>	<p>Understand the 5 key concepts about print</p> <p>Visual discrimination - matching, lotto, snap. Draw and label the beach</p>	<p>Understand the 5 key concepts about print</p> <p>Sea creature masks for speaking and listening Mark making, writing inside crab shapes Handwriting patterns Name writing with different colours</p>	<p>Be able to tell a long story</p> <p>Use previous story maps to record children retelling stories</p>
<b>Maths - plus daily 10min carpet maths</b>	<p>Experiment with their own symbols and marks as well as numerals</p>	<p>Experiment with their own symbols and marks as well as numerals</p>	<p>Develop fast recognition of up to 3 objects Under the sea</p>	<p>Compare quantities using language : 'more than', fewer than'</p>	<p>Talk about and identify patterns around them Extend and create ABAB patterns Make patterns Ordering</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Measure fish with</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Make playdough</p>

	Count and add shark's teeth Subtract	Count legs Make 8 in different ways Give 8 from a large amount	subitising	Taking away - knowing there are fewer Adding - knowing there are more	numerals - up to 10 Count shells Sort and count Fish rhymes	cubes	fish, decorate and measure Weigh sea creatures and compare
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<b>UW</b> <b>Geography</b> <b>Sticky Knowledge</b> Name features of a beach e.g. sea, cliff, sand, pebbles. <b>History</b> <b>Sticky Knowledge</b> Name some beach games from now and the past.	Begin to make sense of their own life-story and family's history: parents photos and memories  Find out about sharks - what do we know? What can we find out? Label a shark together	Continue developing positive attitudes about the differences between people: How do different cultures celebrate?  Half paper plate octopus Bubble wrap legs What do we know about the octopus?	What do fish need to survive? Where do fish live?	Explore how things work  Explore and talk about different forces they can feel  Magnetic fishing game	Where does sand come from? What about water?  Nursery Fest	What games did people/family used to play at the beach? What do we need to do to be safe at the beach?	Reflect on the Nursery year and prepare for reception
<b>PD</b> HEALT HY MOVE RS daily Stabili ty Co- ordina tion Balan ce Objec t contr ol	Choose the right resources to carry out their own plan. Collaborate with others to manage large items	Use a comfortable grip with good control when holding pens and pencils Name writing, tracing Trace sharks Tweezer and pipette sea	Use a comfortable grip with good control when holding pens and pencils Help fish get home by drawing pathways Hole punch and lace card shapes	Use one-handed tools and equipment, making snips in paper with scissors  Collage sea life, print with paint and spaghetti Tweezers and spaghetti	Use one-handed tools and equipment, making snips in paper with scissors  Sand collage and drawing Add sand to paint Throw beach balls	Be increasingly independent as they get dressed and undressed, putting coats on and doing up zips  Sand patterns Finger writing initial sounds	Be increasingly independent as they get dressed and undressed, putting coats on and doing up zips  Coloured rice - pouring, filling, sieving Lace shades of blue
<b>EAD</b>	Use drawing to represent ideas like movement or loud noises	Use drawing to represent ideas like movement or loud noises	Sing the melodic shape (moving melody, such as up and down, down and up) of	Sing the melodic shape (moving melody, such as up and down, down and up) of	Create their own songs or improvise a song around one they know Play dough fish and sea	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses,	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses,

	<p>Sing Baby Shark, Down at the bottom of the deep blue sea</p>	<p>Paint fish Paint sea with fingerprints Ice painting with ice cubes and water colours</p>	<p>familiar songs  Sing songs about fish</p>	<p>familiar songs Water colour creatures Sealife in ice cubes Make toilet roll tube fish Handprint fish</p>	<p>creatures Make submarines with card, duplo, blocks</p>	<p>etc Decorate crab shapes Paint crabs Dance to under the sea music</p>	<p>etc Explore colour and colour mixing</p>
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