



## St Michael's Nursery and Infant School

### Possible Themes/interests/ lines of enquiry

These themes/ideas may change depending on the children's interests:

- Making Healthy Choices
- Looking After our Teeth
- I'm a Writer!
- Exploring measures
- Drawing shapes
- Planting and growing
- Looking after and caring for our planet

### Focused Texts



### Focus Learning Teddy:

Peter Problem Solver

### Enrichment Experiences:

- Earth Day,
- Sponsored Walk for Cash for Kids
- Textiles workshop

We use Development Matters to help us create our EYFS curriculum. Every child develops in their own unique way. The milestones below are suggested general focuses for the half term however we will use our professional judgement to support individual needs within their learning journey, adjusting our practice appropriately.

## Nursery – Medium Term Planning – Summer 1

<b>Communication and Language</b>	
Focus	Possible Activities
<p>Use a wider range of vocabulary.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<ul style="list-style-type: none"> <li>Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities</li> <li>Explore words and concepts that are not used every day by many young children. Such as: use scientific vocabulary when talking about the parts of a flower and plant</li> <li>Offer children lots of interesting things to investigate, like different living things and objects and video stimulus.</li> <li>Provide children with a rich language environment by sharing books and activities with them.</li> </ul>

<b>Personal, Social and Emotional Development</b>	
Focus	Possible Activities
<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Make healthy choices about toothbrushing.</p>	<ul style="list-style-type: none"> <li>Clear boundaries and routines used across the day</li> <li>Adults to interact calmly and sensitively with them</li> <li>Social stories and sentence stems such as 'my turn, your turn' and 'can I have that next please' used to demonstrate appropriate ways of being assertive</li> <li>Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"</li> <li>Adults to model positive play and co-operation</li> <li>Explore tooth brushing routines with the children</li> <li>Talk about the role of a dentist and role play being a dentist</li> <li>Dentist visit</li> </ul>

## Physical Development

Focus	Possible Activities
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks	<ul style="list-style-type: none"><li>● Explain why safety is an important factor in handling tools and moving equipment and materials.</li><li>● Have clear and sensible rules for everybody to follow.</li><li>● Play alongside children in the outdoor area modelling the how to safely move equipment.</li></ul>

## Literacy

Focus	Possible Activities
Engage in extended conversations about stories, learning new vocabulary  Write some letters accurately  Write some or all of their name	<ul style="list-style-type: none"><li>● Explore our high quality Super 6 texts as well as our reading area.</li><li>● Daily fine motor activities – For example: peg challenge, nuts and bolts, elastic band challenge, dough disco</li><li>● Hand to eye coordination activities</li><li>● Regular use of the outdoor provision</li><li>● Read Write Inc letter rhymes used to develop letter formation for letters from each child's names</li><li>● Weekly practice of name writing</li></ul>

## Mathematics

Focus	Possible Activities
Show 'finger numbers' up to 5  Solve real world mathematical problems with numbers up to 5  Compare quantities using language: 'more than', 'fewer than'  Make comparisons between objects relating to size, length, weight and capacity	<ul style="list-style-type: none"><li>● Daily number songs and rhymes with finger modelling</li><li>● Discuss mathematical ideas throughout the day, inside and outdoors. For example: "I think Jasmin has got more crackers..." "There are four of you, but there aren't enough chairs..."</li><li>● Use a range of resources to compare amounts. For example: magic beans and gold coins from Jack and the Beanstalk</li><li>● Compare size and length through natural materials, objects and activities such as Beanstalks, making snakes, as well as children's construction opportunities</li><li>● Introduce children to objects that can be used to compare size, length, weight and capacity.</li></ul>

- Provide experiences of size changes. Suggestions: “Can you make a puddle larger?”, “When you squeeze a sponge, does it stay small?”, “What happens when you stretch dough, or elastic?”
- Talk with children about their everyday ways of comparing size, length, weight and capacity

## Understanding the World

Focus	Possible Activities
<p>Plant seeds and care for growing plants</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<ul style="list-style-type: none"> <li>• Plant seeds and bulbs so children observe growth and decay over time</li> <li>• Help to maintain our garden and plants in our outdoor area</li> <li>• Complete observational drawings and pictures of different flowers and plants</li> <li>• Continue to care for our pet fish and visiting tadpoles</li> </ul>

## Expressive Arts and Design

Focus	Possible Activities
<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>Use drawing to represent ideas like movement or loud noises</p> <p>Join different materials and explore different textures</p>	<ul style="list-style-type: none"> <li>• Encourage children to draw from their imagination and observation</li> <li>• Model using simple shapes to create pictures of real objects</li> <li>• Provide a range of interesting objects, sounds and experiences to draw. For example: plants, and classical music</li> <li>• Adults to spend sustained time alongside children in the creative area to show an interest in the meanings children give to their drawings and models. Talk together about these meanings.</li> <li>• Explore textiles</li> <li>• Provide a range of materials for children to explore. For example: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.</li> </ul>