



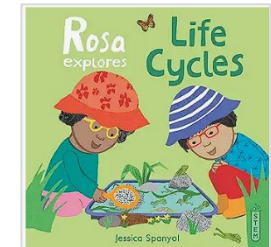
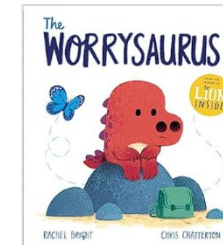
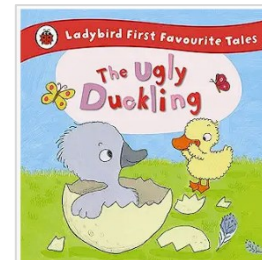
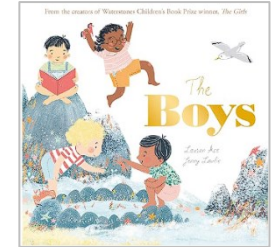
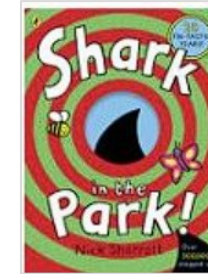
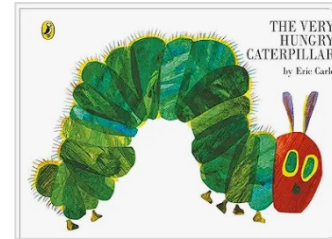
## St Michael's Nursery and Infant School

### Possible Themes/interests/ lines of enquiry

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

- Caring and Sharing
- Movers and Shakers
- Animals!
- I'm an artist
- Moving on
- Let me tell you...
- What's my score? (Counting games)

### Focused Texts



### Focus Learning Teddy:

Reflective Rachel

### Enrichment Experiences:

- Trip to Maryport Aquarium and Mini-Golf
- Sports Day
- Summer Fayre
- Moving Up Days

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 2

### Communication and Language

Focus	Possible Activities
<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<ul style="list-style-type: none"> <li>● Daily rhymes and song sessions</li> <li>● Quality books in provision including our Super Six and previous Super Six books in outdoor and indoor provision.</li> <li>● Focus teacher and continuous provision activities planned around Super Six books.</li> <li>● Social stories</li> <li>● Modelled behaviour and sentence stems used to help discussions</li> </ul>

### Personal, Social and Emotional Development

Focus	Possible Activities
<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<ul style="list-style-type: none"> <li>● Teach children ways of solving conflicts. Model how to listen to someone else and agree a compromise.</li> <li>● Use of solving conflicts stories</li> <li>● Turn taking activities added into continuous provision</li> <li>● Singular resources used in provision</li> </ul>

### Physical Development

Focus	Possible Activities
<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<ul style="list-style-type: none"> <li>● Model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it. Also model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it.</li> <li>● Weekly dance warm ups using repeated patterns of movement</li> <li>● Opportunities to use outdoor provision – creating obstacle courses</li> </ul>

## Literacy

Focus	Possible Activities
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	<ul style="list-style-type: none"><li>• Provide clipboards in and outdoors, chinks for paving stones, boards and notepads, shopping lists, notepads, cards throughout the provision.</li><li>• Provide a range of pencils, crayons, chinks and pens to choose from.</li><li>• Adults model writing throughout the setting</li></ul>

## Mathematics

Focus	Possible Activities
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Experiment with their own symbols and marks as well as numerals.  Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	<ul style="list-style-type: none"><li>• Number songs with corresponding numerals</li><li>• Numeral math games used</li><li>• Small numbers to manage the learning environment.</li><li>• Phones and phonebook used in home corner</li><li>• Encourage children in their own ways of recording numerals through scores by encouraging game play such as how many balls they managed to throw through the hoop, skittles.</li><li>• Talk about patterns of events in activities and in stories using vocabulary: Suggestions: • 'First', 'then', 'after', 'before', "Every day we...", "Every evening we..."</li></ul>

## Understanding the World

Focus	Possible Activities
Understand the key features of the life cycle of a plant and an animal.	<ul style="list-style-type: none"><li>• Show and explain the concepts of growth, change and decay with natural materials through planting seeds, our garden, class caterpillars and visiting the aquarium</li></ul>

## Expressive Arts and Design

Focus	Possible Activities
<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<ul style="list-style-type: none"><li>● Help children to develop their drawing and modelmaking, and their own creative ideas. Spend sustained time alongside them.</li><li>● Show interest in the meaning's children give to their drawings and models. Talk together about these meanings.</li><li>● Encourage children to draw from their imagination and observation.</li><li>● Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</li><li>● Use a range of stimuli and provide a wide selection of mediums.</li></ul>