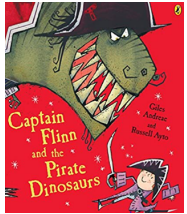
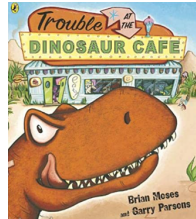
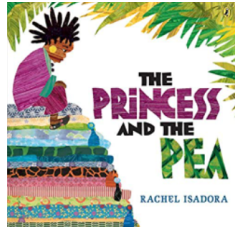

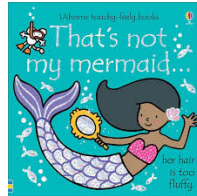
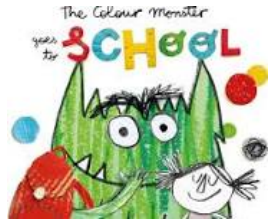


**Our Approach:** At Hitherfield we believe that free play is crucial to the children’s progress and development. Our Nursery curriculum allows play which is child led, play which is sensitively supported and extended by adults. We enhance our provision through our half termly topics which bring new ideas and experiences into the children’s lives. Although we follow the child’s lead and recognise each child’s different starting points, below are some of the key aspects of a child’s development that we will be encouraging through this play and through our whole class carpet sessions.



Medium Term Plan Year: Nursery					
Term: Summer 2		Topic: Fantasy Worlds			
Core Text					
<p><b>Week 1</b></p> 	<p><b>Week 2</b></p> 	<p><b>Week 3</b></p> 	<p><b>Week 4</b></p> 	<p><b>Week 5</b></p> 	<p><b>Week 6</b></p> 
English - Phonics					
<p><b>Week 1</b></p> <p><b>Body Percussion</b></p> <p><b>Progression of sounds: ck</b> (final sound and blending/segmenting)</p>	<p><b>Week 2</b></p> <p><b>Oral blending and Segmenting</b></p> <p><b>Progression of sounds: x</b> (final sound and blending/segmenting)</p>	<p><b>Week 3</b></p> <p><b>Alliteration</b></p> <p><b>Progression of sounds: sh</b> (initial sound and blending/segmenting)</p>	<p><b>Week 4</b></p> <p><b>Oral blending and segmenting</b></p> <p><b>Progression of sounds: th</b> (initial and final sound and blending/segmenting)</p>	<p><b>Week 5</b></p> <p><b>Rhythm and rhyme - clapping syllables</b></p> <p><b>Progression of sounds: ng</b> (final sound and blending/segmenting)</p>	<p><b>Week 6</b></p> <p><b>Rhythm and rhyme- Rhyme</b></p> <p><b>Progression of sounds: nk</b> (final sound and blending/segmenting)</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Begin to identify the final or dominant sounds of words and objects.</li> <li>- Blend sounds orally (phase 1)</li> <li>- Begin to distinguish sounds in words by oral segmenting (phase 1)</li> </ul> <p><b>Supported and developed through:</b></p> <ul style="list-style-type: none"> <li>- Phonics carpet sessions daily</li> </ul>					

- Share stories and rhymes with friends and adults and through exploring the book corner, complete with puppets and other story props
- Provide instruments for children to explore, join in with children - drawing attention to rhythm, tempo, pitch etc
- Use rhyme and alliteration in fun ways, as part of everyday communication. Eg: Go and line up Ana - Bana! / a...a..amazing Ana / clapping syllables whilst saying name etc
- Apply phonic awareness and segmenting skills through shared story writing

### English - Comprehension and writing

#### **Objectives (comprehension):**

- **Engage in extended conversations about stories, learning new vocabulary.**

#### **Objectives (writing):**

- **Write all of their name**
- **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; writing 'm' for mummy'**
- **Write some letters accurately**

#### **Supported and developed through Continuous Provision by:**

- Sharing stories and rhymes with friends and adults
- Explore the book corner, complete with puppets and other story props
- Retelling or creating own versions of familiar stories through role play, story props or shared writing/drawing
- Mark make in all areas of the Nursery; painting and drawing, writing lists and letters in the role play area, drawing in sand and cornflour goop, finding their name cards (without photos) and writing their names on their work
- Self registering by writing names on whiteboards
- Ticking or writing their name on the fruit tick chart

#### **Adult directed activities:**

- Daily story / song / rhyme time
- Texts covered will include all additional texts, song / rhyme of the week, children's choice and texts relevant to current interests or texts that build on conversations from within the children's play
- Retelling stories in the outside area using story props
- Shared writing of children's stories for publishing in class story book
- Regular support with learning to write names using traceable name cards.

#### **Additional Texts for Story Time:**

Goodnight moon - Margret Wise Brown  
 Harry and his bucketful of dinosaurs  
 The night pirates  
 Pirates love underpants  
 Julian is a mermaid  
 Tyrannosaurus drip  
 Harry and his bucketful of dinosaurs go to school

#### **SONG / POEMS / RHYMES:**

When I was one  
 If you're a tyrannosaurus  
 Tommy Thumb (royal family version)  
 I'm a little mermaid  
 Je t'aime le fruits

### Communication and Language

#### **Objectives (Listening, Attention and Understanding):**

- **Pay attention to more than one thing at a time, which can be difficult**

#### **Objectives (Speaking):**

- **Use longer sentences of 4-6 words**
- **Start a conversation with an adult or a friend and continue it for many turns**

<ul style="list-style-type: none"> <li>- Enjoy listening to longer stories and can remember much of what happens</li> <li>- Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Be able to retell a longer story</li> </ul>
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**Supported and developed through Continuous Provision by:**

- Language and communication will be supported through use of Makaton
- Modelling new vocabulary, speaking in sentences, repeating back and extending sentences including the correct words or new vocabulary
- Adults utilise Little Wandle for high quality interactions and Hitherfield Solo Taxonomy Rubrics in order to support children’s communication at the appropriate stage of development/area of learning
- Ensuring book corner includes books that have been read during story time and carpet sessions
- Provide story props in book corner related to the focus books and model retelling the stories and creating new versions of stories

**Adult directed activities:**

- Provide opportunities to share ideas and experiences in small groups and during carpet sessions, encouraging turn taking in conversation.
- We will be learning to focus our attention on someone when they are talking and to listen to verbal instructions and to respond to them.
- Daily storytime and song / rhyme of the week
- Teach makaton sign of the week
- Teacher modelling - wondering and asking questions about books and the world around them using ‘how’, ‘what’, ‘why’ or ‘where’.
- Teacher modelling - responding to questions with complex sentences using words like ‘because’ to explain our thoughts.
- Using our interest box and information books about dinosaurs etc as inspiration for extended conversation

**Maths**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<ul style="list-style-type: none"> <li>• Describe a familiar route</li> <li>• Discuss routes and locations</li> <li>• Understand position through words</li> </ul>	<ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5</li> <li>• Experiment with their own <u>symbols and marks to represent number</u> e.g tallying what pets we have/ animals we like</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects without having to count them individually (subitise)</li> <li>• Begin to explore the composition of numbers up to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Link numerals and amounts: for example showing the right number of objects to match the numeral, up to 5</li> <li>• Experiment with their own <u>symbols and marks to represent number</u> e.g tallying what</li> </ul>	<ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5</li> <li>• Link numerals and amounts: for example showing the right number of objects to match the numeral, up to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Select shapes appropriately: flat surfaces for building, triangular prism for a roof</li> <li>• Combine shapes to make new ones, an arch, a bigger triangle etc</li> </ul>

			pets we have/ animals we like		
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**Supported and developed through Continuous Provision and Adult directed activities:**

- Sing number rhymes to help build confidence with counting forwards and backwards
- Model reciting numbers to 5 and beyond, counting and subitising and exploring the composition of number and encourage this through play and real life problem solving, eg- have we got enough fruit for everyone? How many more cups do we need?
- Model mark making and number writing and set challenges to encourage children to record numbers, eg 'A survey of how old our friends are'
- Apply number skills through free play with 'Numberland'
- Mathematical problems e.g. Mermaids at the beach. How many on the rock? How many in the sea? How many altogether?!
- Creating ABAB patterns on dragon designs/ our dance movements and spotting and correcting errors in ABAB patterns
- Creating and following pirates maps to find treasure, describing the route taken.
- Using 2D and 3D shapes to make castles, schools and pirate ships.

**PSED**

**Objectives (Self-regulation):**

- Focus for a longer whole class learning session in preparation for Reception
- Follow one or two step instructions

**Objectives (Managing -Self):**

- **Make healthy choices about food, drink, activity and toothbrushing.**
- **Develop their sense of responsibility and membership of a community.**
- Explain rules to others
- Put on a coat independently and do the zip / buttons

**Objectives (Building Relationships):**

- **Develop appropriate ways of being assertive**
- **Talk with others to solve conflicts**

**Supported and developed through Continuous Provision by:**

- Continue with Self-service snack time where children learn to wash their hands, pour water, and use the food waste bin for scraps and use a tick sheet to record when they have had their fruit.
- Play alongside and with children whilst pretending to be something (playing a role).
- Forming positive relationships with a variety of children and adults through positive interactions within the provision
- Increase independence in changing shoes and socks through preparation for the trim trail and when paddling in the 'paddling pool'
- Opportunity to try things for the first time through the continuous provision
- We will continue working on sharing objects with our friends, waiting for our turn and getting a better understanding of the needs of others by expressing our own feelings
- Talking about our feelings using words like 'happy', 'sad', 'angry' or 'worried' and strategies to self-regulate.
- Regular visits to the Reception playground and new classes in preparation for next year.

**Adult directed activities:**

- Model hand-washing routines for toileting and before eating
- Harvesting and eating the healthy fruit and vegetables that we have helped to grow.
- Explain why we have rules and display a small number of necessary rules as visual reminders. E.g. a photo of a child taking just one piece of fruit at the snack table.
- Organised visits to meet children's new teachers/classes.
- Sharing stories/books to groups of children or whole class to address specific social situations eg. sharing or dealing with frustration, and starting in a new class/school
- Discuss how to behave and interact with animals when we go on our class trip to the Zoo

## Physical Development

### **Fine Motor Objectives:**

- **Use a comfortable grip with good control when holding pens and pencils**
- Use their dominant hand most of the time
- Begin to form some letters (using LW formation phrases)
- Begin to use a tripod or effective grip
- Tap into a large root vegetable such as a pumpkin

*See development in pencil grip and scissor use charts below*

### **Supported and developed through Continuous Provision by:**

- Provide one-handed tools and equipment, such as hole punchers and scissors to enable children to make their own creations including moving part dinosaurs and mermaids and stick puppets for story props -and whatever else they choose!
- Provide tools, cutters, small hammers and golf tees to manipulate clay, plasticine- and vegetables!
- Provide ribbon, string, pasta and chinks to encourage mark making and threading
- Provide fine motor activities to encourage development of pincer grip and muscle strength eg, screwing bottle tops, locks and keys and pegs
- Providing different scissors/pencil sizes and grips to match stages of development
- Provide snipping activities

### **Adult directed activities:**

- Adults supporting at lunchtime by sitting with children and modelling appropriate use of cutlery
- Weighing, measuring and stirring ingredients for making birthday cakes and playdough
- Modelling scissor grip using scissor use progression
- Modelling pencil grip using progression
- Continuing weekly dough disco sessions to strength finger muscles
- Model one-handed tools and equipment and folding to make topic related creations such as fans, crowns, dancing mermaids etc

### **Gross Motor Objectives:**

- **Start taking part in some group activities which they make up for themselves, or in teams**
- **Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.**

### **Supported and developed through Continuous Provision by:**

- Large wooden blocks, crates and den making equipment available in the garden for imaginative play.
- Continue to develop their strength, balance and movement through climbing and ball skills- both in the Nursery garden and at the Trim Trail including basketball, tennis, football.

### **Adult directed activities:**

- Model and support children to collaborate while carrying and building with blocks/den building equipment and sports equipment
- Transferring plant pots, soil and other gardening equipment using wheelbarrows or by carrying-
- Modelling correct use of equipment and resources and correct grip
- Adult leading catching games, parachute games, racket and ball games
- Following teacher actions to music - focused on repeating patterns - before making our own repeated-pattern dances
- Enjoy music and movement sessions where we move our bodies like a mermaid/ dinosaur etc

## Understanding the World

### **Objectives; Past and Present:**

- Discuss activities / learning experiences from the past (looking over their online learning journals)

### **Objectives; People, Culture and Communities:**

- **Know that there are different countries in the world and look at similarities and differences**
- To use positional language related to text

### **Objectives; The Natural World:**

- **Explore how things work**
- Identify electrical devices
- Use battery-powered devices
- Listen to sounds

		- Make sounds
<p><b>Supported and developed in Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Children access class books, such as the baby book, pizza book, story book and Natural thinkers book to encourage discussions about their memories from the past year and comparisons between how they are now- and how they were as a baby.</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Make sense of their own life-story and family's recent history by sharing photos and chatting</li> <li>- Using the ipads to look at children's Learning Journeys on Seesaw- making connections to their future classes.</li> <li>- Daily use of the visual timetable</li> <li>- Celebrate special days e.g. by making birthday cakes/Father's Day cards and talking about celebrations at carpet time</li> </ul>	<p><b>Supported and developed in Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Provide and make story props which reflect different features of the community and environment</li> <li>-Provide 'Pirate maps' as part of Pirate role play</li> <li>-Children have access to Children's atlases and globes to prompt discussion.</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Share our experiences and memories of different family celebrations and half term holidays in different parts of the world.</li> <li>- Visit Battersea Park Zoo, talking about how we get there, features of the environment that we notice on our journey and within Battersea Park</li> <li>-Talk about the animals that we see in Battersea park Zoo and where in the world they originate from.</li> <li>-Model making maps and use positional language to explain our movements using them. Relate to our Pirate theme and our trip to the Zoo.</li> </ul>	<p><b>Supported and developed in Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Children enjoy using torches, talking clipboards and the light box independently.</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Support children to use the ipads to access their seesaw account and age appropriate Apps</li> <li>-Introduce a simple circuit building set to light bulbs and set off buzzers.</li> <li>- Use the laptop to listen to birdsong/ squirrel sounds and then go on a sound hunt outside</li> <li>- select and listen to different kinds of music- and accompany it with our own instruments.</li> </ul> <p><b>Outdoor learning opportunities:</b></p> <ul style="list-style-type: none"> <li>- Visit the edible garden to see and harvest the plants growing and to the pond to look for and observe tadpoles</li> <li>- Observe the changes to the trees in the nature area - use blossom and new leaves etc to decorate fabric- (flower pounding)</li> <li>- Use herbs that we have grown in our mud kitchen creations</li> </ul>

**Expressive Arts and Design**

<p><b>Objectives; Creating With Materials:</b></p> <ul style="list-style-type: none"> <li>- Look and talk about what they have produced, describing simple techniques and media used</li> <li>- <b>Drawing: Use drawing to represent ideas like movement or loud noises.-</b></li> <li>- 3D / sculpting / mixed media: Enjoy playing with and using a variety of textiles and fabric</li> </ul>	<p><b>Objectives; Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>- <b>Respond to what they have heard, expressing their thoughts and feelings</b></li> <li>- <b>Create their own songs or improvise a song around one they know</b></li> <li>- <b>Play instruments with increasing control to express their feelings and ideas*</b></li> </ul>
<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Provide a range of 2d and 3d media, such as paint, clay, fabric and junk modelling to make dinosaurs, crowns or treasure etc</li> </ul>	<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Enjoy exploring different instruments to accompany their favourite songs and rhymes.</li> </ul>

- This might start with an adult modelling how to make necklaces from ribbon and pasta or building a castle from boxes, but then lead to them using their own imagination and skills.
- **Encourage detailed drawings of dinosaurs, dragons, mermaids etc**

**Adult directed activities:**






- Modelling /initiating new ideas or techniques for example threading pasta and self made 'pendants' to make a necklace
- Adults utilise Hitherfield Solo Taxonomy Rubrics in order to support children's creativity at the appropriate stage of development
- Examples of modelled activities might include: 3D dinosaurs, knights sword and shield, decorating fabric cloaks and mermaid tails.
- Adult modelling drawing details using zig-zags, spirals, wavy lines to decorate Dragons or crowns etc

- Play different kinds of music in the background while children play, enabling them to respond in their own way.
- Begin to make-believe by engaging in our Role play areas-The Pirate ship, Fantasy castle and The Pizzeria
- Making props for their play, e.g. flags and treasure and pizzas for the pizzeria

**Adult directed activities:**

- Modelling taking different roles for instance a pirate looking for treasure
- Children will regularly sing songs related to the topic, sometimes accompanied by instruments
- Beginning carpet sessions by listening to a piece of music (as children finish tidying or toileting) Teacher modelling vocabulary to talk about how it makes her feel and encouraging children to do the same.

**PENCIL GRIP PROGRESSION CHART**

Grip type	Pincer Grip	Palmer Sulphinate Grip (Fist)	Digital Pronate Grip	Static Tripod Grip	Dynamic Tripod Grip
Typical Age	10- 12 months	15-18 months	2- 3years	3- 5years	4- 6years
Description	Using the pads of the index finger and thumb to begin picking up smaller objects (not usually pencils but the start of grip strength)	Pencil is held by the full fist and makes light marks. Movement is from the shoulder pivot and uses the whole arm	Pencil is held by all the fingers but the palm faces down towards the page Movement comes from the wrist and uses wrist, hand and fingers	Pencil is held by three fingers and the movement comes from the wrist More intricate mark making can take place Several variations based on finger positioning	Pencil is stable in the traditional grip The thumb and fingers leave an open space Pencil moves efficiently and therefore mark making is more intricate
Visual					
Development Opportunities	Providing small objects to pick up Encouraging construction e.g. building blocks Playdough and threading	Large scale mark making e.g. chalk on floor, easel work, etc. Circles and lines to copy Playdough	Smaller scale mark making Zig Zag lines to copy and trace Playdough	Smaller mark making Name writing Starting with letter formations (Reception) Playdough	Smaller mark making Letter formation Writing Pencil Grips Playdough

## **SCISSOR USE PROGRESSION CHART**

Scissor Use	Holds scissors in both hands and explores open and shutting	Opens and closes blades with scissors in one hand (not using paper)	Makes snips in paper	Uses a helping hand (non dominant) to guide the paper	Cuts- Straight line Curved line Circles Square Shape More complex shapes
Vocabulary	Open, shut, safe, scissor, cut, snip	Open, shut, close, scissor, cut, snip, thumb, fingers	Across, forward, side to side	Move, change, help, slide, hold still,	Cut, snip, curve, open, shut, follow, forwards, turn
Development Opportunities	Free exploration Finger strength activities e.g. playdough and other malleable materials	Encourage the thumb up position Practise using on shaving foam, playdough	Provide scissors and paper in the creative areas for exploration	Model using the alternative hand to move the paper Strengthen co-ordination and use of both hands through threading and lacing activities	Shapes to cut out Scissor exploration