**Nursery Summer 2 Medium Term Planning Topic: Splash!**

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| **Theme** | Splash! |  |  |  |  |  |
| **Special events** |  |  | Trip to the Aquarium |  |  |  |
| **Key text** | The Bog Baby | The Bog Baby | Hooray for FishInfo texts | Sharing A Shell | Sharing A Shell | Mrs Pirate(other pirate stories – Poems Yo Ho Ho –a pirating we’ll go) |
| **PSED** | The children went off without telling their grown up –discussTelling the truthWe word hard/ examples when children have tried hardBog Baby wellbeing – zones of regulation | Caring for animals | Rules for safety on trip | What are the friends arguing about – how can this be resolved? |  Discuss how Bristle worm resolves the argumentIt can be hard to admit you did the wrong thing and be the first one to try to fix things after an argument – use role play to illustrate and explore feelings | Moving OnThinking about leaving Nursery and moving to Beckford Nursery or another schoolRead big book My History – talk about change from being a baby til now and how the children are ready for something new.Visit new classes Talk about feelings about moving on and change. |
| **C&L** | Linked to vocab and questions | use language of space and shape to describe their creatures – use imagination to think up a name –hidden bog babies – positional language | **Model** how to make paper plate fish, including gathering all the things we need (have a checklist to tick off).Talk through the instructions emphasising time conjunctions – (use Pie Corbett actions to support)**First** cut out thetail **Then** stick the tail to the back of the plate**Next**paint/decorate the fish**After that** make the fish’s eye**Finally**. use a hole punch to make a hole and tie a piece of string to it so we can hang it up. |  |  | Rhyming words - predict Draw attention to initial sounds in Mrs Pirate’s shopping list |
| **PD** |  |   |   |  Sport’s Day Practise | Sport’s Day Practise | Sport’s Day |
| **Literacy** | Use different settings around school to tell the story – pond – shed And bucket, gravel water etc to create the bog baby’s new homeThenSmall world to re-enact and reinforcevocab | Talk about the setting of the Bog Baby– model drawing a map of the story – talk through where different scenes took place. Model use of positional language book talkAdults to sit with groups and talk about favourite stories | Hooray for Fish use **actions** to help children to understand the vocabulary. Encourage children to join in and emphasise the **rhyme and repetition**. Draw attention to the fact that some of these fish are made-up – Lucy Cousins has used her imagination to think of them, e.g. elefish or sky fish | Establish characters and their relationship | Looking for things beginning with s in the opening illustration – sea, sand etcChildren have a go at labelling things with an s or any other initial sounds they know | Draw and label pirate mapsMrs Pirate’s Shopping listWrite passenger list for your pirate boatDesign a pirate boat |
| **Mathematics** |  |  | Fishy maths – 2 tanks |  |  | Gold coins buried in the sand - record |
| **Understanding the world** | What is a pond?  use the school pond to establish the setting and linked vocabbog – soil and waterDiscuss the idea that animals can only survive if in their appropriate habitat – link to our butterfly release and keeping other creatures we find outside.What is shedComparing ponds and rivers. Thinking about river and pond creatures. Introducing concept of **habitat** and care for animals. What happens if we take an animal out of its natural habitat? Can we care for it properly? Why do we need to put the animals we find back where they came from? What types of creatures can we care for in our homes? Do you have a pet? How do you look after it?What can you do if it becomes unwell?  | What types of creatures can we care for in our homes? Do you have a pet? How do you look after it?What can you do if it becomes unwell?  | Prior to trip..Draw a map on a roll of paper to help to sequence the journey and events using arrows and emphasising **conjunctions** of **time**.i.e.**First** we will walk to the station**Then** we will get on the train.**After that** etcAfter trip, revisit map and talk about different stages and experiencesUndergroundEscalatorBig BenLondon EyeRiver ThamesSea creatures Any surprise facts?Small world – sea creatures | Use videos/photos to explore features/ characteristics and relationship betweenSea anemoneBristle WormJelly Fish What is a rock pool? |  Contrast stormy weather – calm tranquil weather by looking at tropical island footage in both conditionsImagine being out at sea in a boat in a stormRole of RNLI?Talk about the sea – how is it different to a pond or river – look at the sea on a globe | My History big book – see PSED above |
| **Expressive arts & design** |  | What other creatures might you find in the pond? Make up a friend for the Bog Baby – draw/make it - give it a name,(write it) describe it come and stick it on the class pond. | Imagine and create own sea creatures |  | Sharing a shell songPaint a picture in response to the events in the story | Create Pirate Maps and labelSing It’s A Pirate’s Life For MePirate treasure/dressing up and small world to play with |