

*Foundation Stage Medium Term Planning*

# Nursery Summer 2

*Summer  
Journeys  
Transport*

Foundation Stage Medium Term Planning - Personal Social and Emotional Development Term Summer 2 (Transport)

Class N

Learning Intentions EYFS Development matters statements (30-50 months)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Making Relationships</b></p> <ol style="list-style-type: none"> <li>1. Can play in a group</li> <li>2. Initiate play, offering cues to peers to join them</li> <li>3. Keep play going by responding to what others are saying or doing</li> <li>4. Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li> </ol> <p><b>Self- confidence and self- awareness</b></p> <ol style="list-style-type: none"> <li>5. Can select and use activities and resources with help</li> <li>6. Welcome and value praise for what they have done</li> <li>7. Enjoy responsibility of carrying out small tasks</li> <li>8. Is more outgoing towards unfamiliar people and more confident in new social situations</li> <li>9. Confident to talk to other children when playing and will communicate freely about own home and community</li> <li>10. Show confidence in asking adults for help</li> </ol> <p><b>Managing Feelings and Behaviour</b></p> <ol style="list-style-type: none"> <li>11. Aware of own feelings and knows that some actions and words can hurt other's feelings</li> <li>12. Begin to accept the needs of others and can take turns and share resources, sometimes with support from others</li> <li>13. Can usually tolerate delays when needs are not immediately met</li> <li>14. Can usually adapt behaviour to different events, social situations and changes in routine</li> </ol>	<ul style="list-style-type: none"> <li>◆ Circle time - talk, listen, ask questions, contribute own feelings and ideas</li> <li>◆ Show work to class</li> <li>◆ Develop beginning and end of day routines</li> <li>◆ Establish simple routines of the day</li> <li>◆ Develop tidy up time routines</li> <li>◆ Take turns to use limited equipment e.g. bikes, computer etc.</li> <li>◆ Work in pairs and small groups at classroom activities</li> <li>◆ Talk to adults and peers in pairs and small groups</li> <li>◆ Put on coats, aprons, dressing up clothes</li> <li>◆ Communicate needs</li> <li>◆ Use self help systems - aprons</li> <li>◆ Join in discussions about stories and books that emphasise moral issues</li> <li>◆ Explore stories about caring for each other through role-play, small world and puppetry.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Circle time - contribute to discussions about travelling to different places</li> <li>◆ Introduce different modes of transport through stories and books etc.</li> <li>◆ Look at holiday photographs</li> <li>◆ Discuss class visit on a coach</li> <li>◆ Role play real and imaginary journeys</li> <li>◆ Circle time to discuss road, water and train safety</li> <li>◆ Dress up in uniforms to be different characters in role play journeys</li> <li>◆ Retell travel stories using puppets and small world toys</li> <li>◆ Recount a special personal journey in own experience</li> <li>◆ Imagine what it would be like not to be able to walk</li> <li>◆ Talk about consideration for others on public transport e.g. not pushing, helping elderly</li> <li>◆ Share experiences of a frightening or funny journey</li> <li>◆ Role play in Travel agents</li> </ul>	<p>Visit Sundown Adventureland/ Farm</p> <p>Sports Day</p> <p>Nursery leaver's 'sing along' for parents</p> <p>Leaver's picnic in park</p>

Foundation Stage Medium Term Planning - Communication and Language Term Summer 2 (Transport) Class N

Learning Intentions EYFS Development matters statements (30-50 months)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Listening and Attention</p> <ol style="list-style-type: none"> <li>1. Listen to others, one to one or in small groups, when conversation interests them</li> <li>2. Listen to stories with increasing attention and recall</li> <li>3. Join in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>4. Focus attention</li> <li>5. Is able to follow directions</li> </ol> <p>Understanding</p> <ol style="list-style-type: none"> <li>6. Understand use of objects</li> <li>7. Show understanding of prepositions, such as 'under,' 'on top' 'behind' by carrying out an action or selecting correct picture</li> <li>8. Respond to simple instructions</li> <li>9. Begin to understand 'why' and 'how' questions</li> </ol> <p>Speaking</p> <ol style="list-style-type: none"> <li>10. Beginning to use more complex sentences to link thoughts</li> <li>11. Can retell a simple past event in correct order</li> <li>12. Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li> <li>13. Question why things happen and give explanations</li> <li>14. Use a range of tenses</li> <li>15. Use intonation, rhythm and phrasing to make the meaning clear to others</li> <li>16. Use vocabulary that reflects the breadth of their experiences</li> <li>17. Build up vocabulary that reflects the breadth of their experiences</li> <li>18. Use talk in pretending that objects stand for something else in play</li> </ol>	<ul style="list-style-type: none"> <li>◆ Talk about personal experiences in class and group circle times, review times, class discussions</li> <li>◆ Use imaginative talk in role play, small world play, puppet play</li> <li>◆ Listen attentively in group times, play and to audio tapes</li> <li>◆ Converse with others in all classroom areas</li> <li>◆ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>◆ Bring books and take library books home</li> <li>◆ Talk about pictures in books</li> <li>◆ Retell familiar stories in role-play and small world etc.</li> <li>◆ Join in stories, rhymes and songs</li> <li>◆ Talk about own experiences related to content of book</li> <li>◆ Make up own stories inspired by books, poems, pictures, music etc</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develop role play area into travel agent</li> <li>◆ Talk about a personal journey using road, rail, air or water transport</li> <li>◆ Listen to above texts on tape-recorder</li> <li>◆ Retell above texts with props/small world toys/puppets</li> <li>◆ Make tickets for travel agency</li> <li>◆ Compose postcards</li> <li>◆ Make signs and write directions for a route in outside area</li> <li>◆ Make passports for travel agency</li> <li>◆ Form letters in name correctly using pens, paints, sand, by labelling models + signing up for class surveys.</li> <li>◆ Go on imaginary magic carpet ride</li> </ul>	<p>Visit Sundown Adventureland/ Farm</p> <p>Sports Day</p> <p>Nursery leaver's 'Sing along' for parents</p> <p>Leaver's picnic in park</p>

Foundation Stage Medium Term Planning - Literacy Term Summer 2 (Transport)

Class Nursery

Learning Intentions EYFS Development matters statements(30-50 months)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Reading</p> <ol style="list-style-type: none"> <li>1. Enjoy rhyming and rhythmic activities</li> <li>2. Show awareness of rhyme and alliteration</li> <li>3. Recognise rhythm in spoken words</li> <li>4. Listen to and join in with stories and poems, one to one and also in small groups</li> <li>5. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> <li>6. Beginning to be aware of the way stories are structured</li> <li>7. Suggest how the story might end</li> <li>8. Listen to stories with increasing attention and recall</li> <li>9. Describe main story, events and principal characters</li> <li>10. Show interest in illustrations and print in books and print in the environment</li> <li>11. Recognise familiar words and signs such as own name and advertising logos</li> <li>12. Look at books independently</li> <li>13. Handle books carefully</li> <li>14. Know information can be relayed in the form of print</li> <li>15. Hold books the correct way up and turn pages</li> <li>16. Know that print carries meaning and ,in English, is read from left to right and top to bottom</li> </ol> <p>Writing</p> <ol style="list-style-type: none"> <li>17. Sometimes give meaning to marks as they draw and paint Ascribe meaning to marks that they see in different places</li> </ol>	<ul style="list-style-type: none"> <li>◆ Talk about personal experiences in class and group circle times, review times, class discussions</li> <li>◆ Use imaginative talk in role play, small world play, puppet play</li> <li>◆ Listen attentively in group times, play and to audio tapes</li> <li>◆ Converse with others in all classroom areas</li> <li>◆ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>◆ Choose to look at books alone and with others</li> <li>◆ Bring books and take library books home</li> <li>◆ Talk about pictures in books</li> <li>◆ Retell familiar stories in role-play and small world etc.</li> <li>◆ Join in stories, rhymes and songs</li> <li>◆ Talk about own experiences related to content of book</li> <li>◆ Make up own stories inspired by books, poems, pictures, music etc</li> <li>◆ Make marks to signify writing</li> <li>◆ Write name at every opportunity - as label for models, on any work on paper</li> <li>◆ Practice forming letters and patterns using pens, pencils, crayons, chalks, paints, sand, tea leaves, shaving foam</li> </ul>	<p>Texts</p> <p>'Can you choo choo too?'</p> <p>"The Train Ride"</p> <p>Non-fiction transport books</p> <ul style="list-style-type: none"> <li>◆ Develop role play area into travel agent</li> <li>◆ Talk about a personal journey using road, rail, air or water transport</li> <li>◆ Listen to above texts on tape-recorder</li> <li>◆ Retell above texts with props/small world toys/puppets</li> <li>◆ Make tickets for travel agency</li> <li>◆ Compose postcards</li> <li>◆ Make signs and write directions for a route in outside area</li> <li>◆ Make passports for travel agency</li> <li>◆ Form letters in name correctly using pens, paints, sand, by labelling models + signing up for class surveys.</li> <li>◆ Go on imaginary magic carpet ride</li> </ul>	<p>Visit Sundown Adventureland/ Farm</p> <p>Sports Day</p> <p>Nursery leaver's 'Sing along' for parents</p> <p>Leaver's picnic in park</p>

Learning Intentions EYFS Development matters statements(30-50m)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Numbers</b></p> <ol style="list-style-type: none"> <li>1. Use number names and number language spontaneously</li> <li>2. Use number names accurately in play</li> <li>3. Recite numbers in order to 10</li> <li>4. Know that numbers identify how many objects are in a set</li> <li>5. Beginning to represent numbers using fingers, marks on paper or pictures</li> <li>6. Sometimes matches numeral and quantity correctly</li> <li>7. Shows curiosity about numbers by offering comments or asking questions</li> <li>8. Compare 2 groups of objects, saying when they have the same number</li> <li>9. Show an interest in number problems</li> <li>10. Separate a group of 3 or 4 objects in different ways, beginning to realise that the total is still the same</li> <li>11. Show an interest in numerals in the environment</li> <li>12. Show an interest in representing numbers</li> <li>13. Realises not only objects can be counted, including steps, claps or jumps</li> </ol> <p>Shape, Space and Measure</p> <ol style="list-style-type: none"> <li>14. Show an interest in shape and space by playing with shapes or making arrangements with objects</li> <li>15. Show awareness of similarities of shapes in the environment</li> <li>16. Use positional language</li> <li>17. Show interest in shape by sustained construction activity or by talking about shapes or arrangements</li> <li>18. Show an interest in shapes in the environment</li> <li>19. Use shapes appropriately for task Begin to talk about the shapes of everyday objects</li> </ol>	<ul style="list-style-type: none"> <li>◆ Sing number songs and rhymes</li> <li>◆ Count 1-5, 1-10</li> <li>◆ Recognise numerals 1-9, then 0 and 10</li> <li>◆ Record numbers in air, sand, clay, dough etc.</li> <li>◆ Make number labels for classroom/role play</li> <li>◆ Make number friezes, tracks, lines etc</li> <li>◆ Order a given set of numbers</li> <li>◆ Use ordinal numbers in different contexts</li> <li>◆ Use positional language</li> </ul>	<ul style="list-style-type: none"> <li>◆ Complete train jigsaw showing numbers on carriages</li> <li>◆ Collect information in a survey about how we get to school and count responses</li> <li>◆ Sort out pictures of different types of transport e.g. land/air/sea</li> <li>◆ Solve simple practical problems and respond to "what could we try next?" e.g. make a boat float with different weights inside or make a paper plane fly further</li> <li>◆ - Buy tickets in travel agency with money</li> <li>◆ Use positional language when playing with small world play mats</li> <li>◆ Make labels for outside route and direct others around it using positional language</li> <li>◆ Describe routes using positional language</li> </ul>	<p>Visit Sundown Adventureland/ Farm</p> <p>Sports day</p> <p>Nursery leaver's 'sing along' for parents</p> <p>Leaver's picnic in park</p>

## Foundation Stage Medium Term Planner - Understanding the World

Term Summer 2( Transport)

Class Nursery

Learning Intentions EYFS Development matters statements (30-50 months)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>People and Communities</b></p> <ol style="list-style-type: none"> <li>1. Show interest in the lives of people who are familiar to them</li> <li>2. Remember and talk about significant events in their own experience</li> <li>3. Recognise and describe special times or events for family or friends</li> <li>4. Show interest in different occupations and ways of life</li> <li>5. Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family</li> </ol> <p><b>The World</b></p> <ol style="list-style-type: none"> <li>6. Comment and ask questions about aspects of the familiar world</li> <li>7. Can talk about some of the things they have observed, such as plants, animals, natural and found objects</li> <li>8. Talk about why things happen and how things work</li> <li>9. Develop an understanding of growth, decay and changes over time</li> <li>10. Show care and concern for living things and the environment</li> </ol> <p><b>Technology</b></p> <ol style="list-style-type: none"> <li>11. Know how to operate simple equipment</li> <li>12. Show an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones</li> <li>13. Show skill in making toys work by pressing parts or lifting flaps</li> <li>14. Know that information can be retrieved from computers</li> </ol>	<ul style="list-style-type: none"> <li>◆ Explore textures such as wet/dry sand, dough, sand mousse, gravel, talc, etc.</li> <li>◆ Talk about events in home lives.</li> <li>◆ Observe things closely, record through drawing and modelling</li> <li>◆ Discuss changes, patterns, similarities and differences e.g. observe and record the weather daily on our calendar</li> <li>◆ Use computers, calculators, programmable toys, tape recorders, cameras, mobiles, telephones confidently</li> <li>◆ Explore modelling through clay, junk, fabric, construction kits, cookery</li> <li>◆ Use small world and role play to explore other lives and environments</li> <li>◆ Visit other people and places</li> <li>◆ Find out about the world through looking at books, pictures, artefacts, talking to visitors</li> <li>◆ Develop language of time through sequencing events and daily routines</li> </ul>	<ul style="list-style-type: none"> <li>◆ Contribute to discussion about 'The Train Ride' and talk about countryside features</li> <li>◆ Play with town mat for vehicles and compare with countryside farm scene</li> <li>◆ Name geographical features in "The Train Ride" story</li> <li>◆ Talk about the journey to and from our class visit</li> <li>◆ Compare photos of holiday destinations</li> <li>◆ Investigate objects that float and sink in water tray</li> <li>◆ Sort transport types into sets e.g. wheeled/not wheeled</li> <li>◆ Compare old and new types of transport</li> <li>◆ Listen to stories on the classroom tape recorder</li> <li>◆ Discuss our favourite transport</li> <li>◆ Draw a train or boat on 2Simple</li> <li>◆ Role play in Travel Agents</li> </ul>	<p>Visit Sundown Adventureland/ Farm</p> <p>Sports day</p> <p>Nursery Leaver's 'sing along' for parents</p> <p>Leaver's picnic in park</p>



Learning Intentions EYFS Development matters statements (30-50 months)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Moving and handling</b></p> <ol style="list-style-type: none"> <li>1. Move freely and with pleasure and confidence in a range of ways</li> <li>2. Mount stairs, steps or climbing equipment using alternate feet</li> <li>3. Walk downstairs, two feet to each step while carrying a small object</li> <li>4. Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles</li> <li>5. Can momentarily stand on one foot when shown</li> <li>6. Can catch a large ball</li> <li>7. Draw lines and circles using gross motor movements</li> <li>8. Use one handed tools and equipment</li> <li>9. Hold pencil between thumb and two fingers, no longer using whole hand grasp</li> <li>10. Hold pencil near point between first two fingers and thumb and use it with good control</li> <li>11. Can copy some letters</li> </ol> <p>Health and Self-care</p> <ol style="list-style-type: none"> <li>12. Can tell adults when hungry or tired or when they want to rest or play</li> <li>13. Observe the effects of activity on their bodies</li> <li>14. Understands that equipment and tools have to be used safely</li> <li>15. Gain more bowel and bladder control and can attend to toileting needs most of the time themselves</li> <li>16. Can usually manage washing and drying hands</li> <li>17. Dresses with help</li> </ol>	<p>Gross motor</p> <ul style="list-style-type: none"> <li>◆ Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area</li> <li>◆ Play sending and receiving games with bats and balls, beanbags, quoits, hoops etc.</li> </ul> <p>Fine motor</p> <ul style="list-style-type: none"> <li>◆ Solve range of jigsaws</li> <li>◆ Sewing - cards, holes punched in paper</li> <li>◆ Threading beads, reels, pasta, shapes etc.</li> <li>◆ Dressing up</li> <li>◆ Make collages/models using scissors, glue, tape, paper, junk</li> <li>◆ Use paintbrushes and mark-makers</li> <li>◆ Play with sand and water toys,</li> <li>◆ Use computer keys and mouse</li> <li>◆ Model with dough, clay, plasticine rolling pins and cutters, etc.</li> <li>◆ Explore textures e.g. gravel, talc,</li> <li>◆ Use cutlery independently at lunchtimes</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>◆ Adopt healthy and hygienic routines throughout the school day</li> </ul>	<ul style="list-style-type: none"> <li>◆ Play games to develop awareness of space in outside area</li> <li>◆ Explore ways of travelling under, over and through with a focus on linking movements</li> <li>◆</li> <li>◆ GAMES -             <ul style="list-style-type: none"> <li>- hit ball along ground</li> <li>- bounce ball with bat to others</li> <li>- hit ball into air upwards</li> <li>- let ball bounce then hit forward</li> <li>- dribble ball along with feet</li> <li>- send ball to others along ground</li> <li>- kick ball at a target</li> </ul> </li> <li>◆ Make tracks with footprints</li> <li>◆ Floating/ sinking objects in water tray</li> <li>◆ Build construction trains</li> <li>◆ Make boats</li> <li>◆ Build cars from construction kits</li> <li>◆ Construct transport junk models</li> </ul>	<p>Visit Sundown Adventureland/ Farm</p> <p>Sports Day</p> <p>Nursery leaver's 'sing along' for parents</p> <p>Leaver's picnic in park</p>

Learning Intentions EYFS Development matters statements(30-50m)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Exploring and Using Media and Materials</p> <ol style="list-style-type: none"> <li>1. Enjoys joining in with dancing and ring games</li> <li>2. Sing a few familiar songs</li> <li>3. Begin to move rhythmically</li> <li>4. Imitate movement in response to music</li> <li>5. Tap out simple repeated rhythms</li> <li>6. Explore and learn how sounds can be changed</li> <li>7. Explore colour and how colours can be changed</li> <li>8. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>9. Begin to be interested in and describe the texture of things</li> <li>10. Use various construction materials</li> <li>11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>12. Join construction pieces together to build and balance</li> <li>13. Realise tools can be used for a purpose</li> </ol> <p>Being Imaginative</p> <ol style="list-style-type: none"> <li>14. Develop preferences for forms of expression</li> <li>15. Use movement to express feelings</li> <li>16. Create movement in response to music</li> <li>17. Sing to self and make up simple songs</li> <li>18. Make up rhythms</li> <li>19. Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</li> <li>20. Engage in imaginative role play based on first hand experiences</li> <li>21. Builds stories around toys</li> <li>22. Use available resources to create props to support role play</li> <li>23. Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> </ol>	<ul style="list-style-type: none"> <li>◆ Collage with different fabrics, papers, foods and materials</li> <li>◆ Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.</li> <li>◆ Printing with string, shapes, sponges</li> <li>◆ Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.</li> <li>◆ Modelling with junk, clay, dough, construction</li> <li>◆ Recreate and make up new characters and stories through imaginative and small world play</li> <li>◆ Make music through singing, body sounds, classroom objects and musical instruments</li> <li>◆ Listen to a wide range of music from around the world and from different times</li> <li>◆ Respond to music through painting, drawing and writing</li> <li>◆ Dance to a range of music from around the world and from different times</li> </ul>	<ul style="list-style-type: none"> <li>◆ Observation drawings toy vehicles</li> <li>◆ Print patterns using wheels</li> <li>◆ Make a train using junk modelling materials</li> <li>◆ Make 2D and 3D dough models of transport</li> <li>◆ Role play scenes in the class travel agent</li> <li>◆ Make up imaginative stories about going on journeys to space or a made up place</li> <li>◆ Create stories with puppets</li> <li>◆ Play with small world vehicles imaginatively</li> <li>◆ Create dances to represent different types of transport e.g. rockets, boats,</li> <li>◆ Role play pirate and space adventures</li> <li>◆ Sing songs relating to transport e.g. , "The wheels on the bus",</li> <li>◆ Add sound effects to "The Train Ride"</li> <li>◆ Explore dynamics of loud/quiet, fast/slow and high/low when creating music to accompany transport movements</li> <li>◆ Explore instruments to create sounds to represent transport e.g. whooshing rockets</li> </ul>	<p>Visit Sundown Adventureland/ Farm</p> <p>Sports day</p> <p>Nursery leaver's 'sing along' for parents</p> <p>Leaver's picnic in park</p>