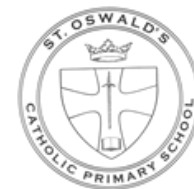


## St Oswald's Primary School EYFS Planning 2022-2023



Medium Term Planning

Term: Summer 2

Date: June- July 2023

**Theme / Topic: Health, Fitness and Changes.**

**Big Questions: How do we keep healthy? What are we looking forward to?**

Year Group:	Nursery
<b>Focus of Learning / linked to topics:</b>  During this topic children will learn about ways in which we keep fit and healthy. We will draw on the experiences they may have had over the year and recap on what we have learnt about keeping healthy. We will make comparisons between health and unhealthy and will look at things in moderation. We will look at and talk about similarities and differences between past and present and also look forward to future aspirations. We will provide opportunities for children to explore a range of healthy food, giving them opportunities to make their own healthy snacks. We will look forward to the coming academic year and for the older children we will visit Reception and meet the new teachers and teaching assistants. Together we will celebrate all that we have achieved this year.	<b>Prior Learning / linked to topics:</b>  Across the year children have learnt about different ways to keep healthy through visits from sure start and activities within continuous provision. We will now bring this together and reflect on our growing and changing bodies and how we can keep healthy. Children are very aware that they are going to be moving to Reception and some are looking forward to this and some are apprehensive so we will enjoy lots of activities to support transition.
<b>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</b>	
<b><u>Prime Areas:</u></b>	
<b><u>Personal, Social and Emotional Development</u></b> <b>Self-Regulation</b> <ul style="list-style-type: none"><li>Find solutions to conflicts and rivalries.</li><li>To begin to understand how others might be feeling.</li><li>To be able to share and take turns in a small group independently.</li></ul> <b>Managing Self</b> <ul style="list-style-type: none"><li>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li><li>Make healthy choices about food, drink, activity and toothbrushing.</li></ul>	<b><u>Key vocab / key questions:</u></b> Friends, Share, rules, well done, my turn, your turn, kind hands, kind words, hello, name, welcome, goodbye, see you tomorrow, can you? How are you today? What would you like to play with? Who are you playing with today? What is your name? What are your friends’ names? Can you take turns? Whose turn is it next? How can we be kind to our friends?

<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Show more confidence when meeting new adults in school, either new staff members or visitors to nursery.</li> </ul>	<p>What does it smell like? What does it taste like? How do you feel? I feel...</p>
<p><b><u>Communication and Language</u></b></p> <p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>To be able to respond to others whilst engaged in another activity.</li> <li>To enjoy listening to longer stories and can remember much of what happens.</li> <li>Understand simple ‘why’ questions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>To be able to talk about familiar books, and be able to tell a long story.</li> <li>To begin to answer “I wonder” prompts during discussions, knowing that their ideas may differ from what others say.</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Carpet time, tidy up time, stop, listen, good sitting, good looking, good listening, under, on top, behind, next to, why, how, rhyme, sounds the same, next, then, change, Reception, Teacher, School, I wonder... My turn, your turn Fred talk Why do you think that? How did that happen? Why did that happen? How do you? Can you tell me what you think will happen next? Can you tell me what happened?</p>
<p><b><u>Physical</u></b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>To begin to use a balance bike by sitting and walking.</li> <li>To follow sequences of movements in directed activities using vocabulary such as; ‘gallop’, ‘slither’ and ‘crawl’. Along with vocabulary such as ‘follow’, ‘lead’, ‘copy’.</li> <li>Begin to play their own team games when modelled and supported by adults.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>To mark make use a comfortable grip with good control when holding pens and pencils.</li> <li>To be able to use blunt tip scissors with increasing confidence.</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Pinch, hold, balance, catch, throw, toilet, try, arms in, pull, be careful, like this, pencil, gallop, slither, crawl, skip, hop, tip toe, follow, lead, copy. Dough gym activities, pinch it, roll it, squeeze it, pat it, team, score, winners.</p> <p>Let’s sing and do the actions... Do you need to go to the toilet? Have a try. Can you pinch the pencil like this? Can you copy this letter? Can you catch? Can you hold scissors carefully? What could we do now?</p>
<p><b><u>Specific</u></b></p>	

<p><b><u>Literacy</u></b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print: <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes.</li> <li>count or clap syllables in a word.</li> <li>recognise words with the same initial sound, such as money and mother.</li> </ul> </li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Good sitting, good looking, good listening, Fred talk, copy me, my turn, your turn, beginning, middle, end, draw, picture, hear, say, sound, begins with, short word, long word, name, sounds, letters, clap, syllables, begins with, list, invitation, letter.</p> <p>What is your favourite story?</p> <p>Can you tell us about it?</p> <p>Who is in the story? Who are the characters?</p> <p>What do you think will happen next?</p> <p>Can you remember what happened at the beginning?</p> <p>Can you tell me about your picture?</p> <p>What does it say?</p> <p>What does it begin with?</p> <p>I wonder if anyone knows what this word means?</p> <p>What is Fred saying?</p>
<p><b><u>Mathematics</u></b></p> <p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <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> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Recite numbers forwards and backwards past 5.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Count, 1, 2, 3, 4, 5, listen, one more, one less, all together, in, on, under, up, down, besides, between, in front of, behind, first, then.</p> <p>What comes next?</p> <p>Can you count the...?</p> <p>Which number is that?</p> <p>What day is it today?</p> <p>What day was it yesterday?</p> <p>What day will it be tomorrow?</p> <p>Tell me about...</p>

<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	
<p><b><u>Understanding the World</u></b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>To use photographs of key events and special occasions to talk about their time in nursery.</li> </ul> <p><b>People, Cultures and Communities.</b></p> <ul style="list-style-type: none"> <li>To use photographs of key events, people, and learning throughout the year as prompts to talk about things they know about people, cultures and communities.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Continue to talk about what they see, hear and feel using a growing vocabulary.</li> <li>Explore how things work. E.g. using gears, wind-up toys, pulleys and cogs.</li> <li>Explore and talk about different forces they can feel. E.g. how the water pushes up when they try to push a plastic boat under it.</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Photo, push, force, remember.</p> <p>Remember, special times, Tell us about your Birthday/Christening/Event? What happened? What happened next? Who is it? What did we do first? What do you think will happen next? How does this work? What does it feel like? Do you remember when...?</p>
<p><b><u>Expressive Arts and Design</u></b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Develop their own ideas and then decide which materials to use to express them. Join different materials.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Join, stick, attach, pretend, imagine, make.</p> <p>What does it sound like? Is it a loud sound or a quiet sound? How can you change the sound? What are you going to build? Tell me about your building? What are you drawing? Tell me about... Who are you pretending to be? Can I play? What happened? Let's pretend</p>
<p><b><u>Safe Messages.</u></b></p> <p>A1, A2, A3, A8,B1, B2, B6, C2, C10, D1, D2, H2, I1, I2, I4.</p>	
<p><b><u>Topic Resources:</u></b></p> <p>You Tube, Twinkl, Class Dojo, Parents and Families, School Website, PE equipment, Baking and cooking equipment.</p>	