

Roe Green Infant School

MEDIUM TERM PLANNING Summer (Growing)



NURSERY



PSED	
Development Matters	Activities
<p>Talking about our families. Making friendships when feeling lonely. Talk about what I like about my friends. Knowing what to say/do if someone is mean. To be able to manage my feelings. To be able to work together and enjoy being with friends.</p> <p>Understand gradually how others might be feeling.</p> <p>Develop friendships with other children</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Show more confidence in new social situations.</p>	<p>Jigsaw PSHE Scheme of Work – Topic 4: Relationships</p> <p>Article 2, article 5, article 9, article 27, article 30.</p> <p>Introducing new children in the Nursery to the class. Encouraging the class to be friendly and show kindness towards our new friends. Play circle time games involving calling the names of the children. Activities and games that require sharing and taking turns e.g. maths activities– sharing fruit, Cheerios/ raisins, dominoes, etc. Circle times. Playing team games in small groups outdoors. Teacher modelling conversations with children in groups. Encouraging children to play together and talk as they play. Article 31.</p> <p>Share and model activities daily. Introduce challenges to the class, encouraging them to try new activities and achieve their targets.</p> <p>Settling in the new children in April. Farm visit – 4/6/26 Living eggs – 11/5/26</p>
Communication & Language	
Development Matters	Activities
<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Discussing half term and weekend news. Link to retelling shared texts and acting out traditional stories.</p> <p>Circle time activities e.g. "I like...because...". Encouraging children to talk about their work, creations and activities. Discussing likes and dislikes associated with farm animals. Article 12 & 13.</p> <p>Link to farm activities. Share experiences through circle time. Children learning new words such as names of baby animals.</p>
Physical	
Development Matters	Activities
<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips.</p>	<p>Obstacle courses outside. Going up the stairs to visit the animals on the roof top garden.</p> <p>Encourage the children to make marks on a large scale outdoors on graffiti paper. Develop gross motor skills through waving flags and streamers.</p> <p>Encourage children to take part in fine motor activities to encourage pincer grip e.g. using tweezers, pipettes, picking up small objects/items. Name writing/ tracing activities. Article 8.</p> <p>Encourage children to take off coats and put them on independently. Teach/ encourage children to do up their own zips/ buttons. Article 24.</p>

<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Encouraging the children to visit the toilet independently and wash their hands before eating/ cooking activities and after going to the toilet. Article 6 & 28.</p>
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<p>Literacy- Key Texts:</p>	
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Development Matters	Activities
<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</p> <p>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.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Taking part in phase 1 phonic games. Article 17.</p> <p>Daily story times. Reading shared texts and showing the children the direction of the print by pointing to it as we read. Link alphabet to Alphablocks. Icing initial letter of names on biscuits.</p> <p>Looking at writing on displays in the Nursery. Article 7.</p> <p>Activities where children see adult's scribing their words e.g. scribing for children's pictures. Making a class book. Writing a shopping list centred around role play themes in class. Provide mark making opportunities in all areas of the Nursery, including role play area and the outdoors.</p> <p>Encourage children to think about what happens at the beginning, middle and end of the story. Reinforce key language such as 'once upon a time' and 'happily ever after'. Encourage children to join in with repeated refrains when reading shared texts. Read the beginning and middle of shared texts. Encourage children to predict what might happen at the end.</p> <p>Encourage the children to independently find their names and write it on every piece of work. Praise all efforts and encourage the children to form letters correctly. Share progress with parents/ carers.</p>

Mathematics	
Development Matters	Activities
<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Counting number of friends present at 'hello time'. Counting in other activities – number rhymes to 5 and 10. Playing games such as 'What's the Time Mr Wolf.'</p> <p>Singing number rhymes. Showing how many friends are away using fingers. Linking numerals to Numicon and Numberblocks.</p> <p>Writing numbers indoors and outside.</p> <p>Focus activities using small world/ animals, encourage children to place animals in certain places. E.g. put the pig on top of the log/ put the cow behind the fence etc. (CL links)</p>

	<p>Taking part in computing activities using positional language. Treasure hunt activities where children find an object from clues given.</p>
<p>Understanding the World</p>	
<p>Development Matters</p> <p>Explore how things work.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Activities</p> <p>Variety of electronic games/activity toys for children to explore. Bee bots. Exploring the SMART Board, voice changers, etc. Article 17.</p> <p>Activities linked to our topic on farm animals/ growing.</p> <p>Planting beans/ seeds. Life cycle of a chicken.</p> <p>Learning about farm animals and their young. Observing and caring for the living eggs/ chicks that will be in the Nursery/ Farm visit in May.</p>
<p>Expressive Arts & Design</p>	
<p>Development Matters</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Join different materials and explore different textures.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Listen with increased attention to sounds. Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Activities</p> <p>Different role play activities – school, shop, travel agency etc. Modelling to the children how to use the available resources. Involving the children in setting up the role play area.</p> <p>Variety of construction materials. Encouraging children to build for a particular purpose. E.g. Making a home for a farm animal/ the three pigs. Junk modelling linked to the 'Our School our World' topic on transport.</p> <p>Activities linked to the topic of farm animals. Painting/ drawing farm animals.</p> <p>Paintings related to the Farm visit in June.</p> <p>Guess the sound game – linked to phase 1 phonics</p> <p>Daily singing sessions.</p>

 <p>1 DEFINITION OF A CHILD</p>	 <p>2 NO DISCRIMINATION</p>	 <p>3 BEST INTERESTS OF THE CHILD</p>	 <p>4 MAKING RIGHTS REAL</p>	 <p>5 FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6 LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7 NAME AND NATIONALITY</p>
 <p>8 IDENTITY</p>	 <p>9 KEEPING FAMILIES TOGETHER</p>	 <p>10 CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11 PROTECTION FROM KIDNAPPING</p>	 <p>12 RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13 SHARING THOUGHTS FREELY</p>	 <p>14 FREEDOM OF THOUGHT AND RELIGION</p>
 <p>15 SETTING UP OR JOINING GROUPS</p>	 <p>16 PROTECTION OF PRIVACY</p>	 <p>17 ACCESS TO INFORMATION</p>	 <p>18 RESPONSIBILITY OF PARENTS</p>	 <p>19 PROTECTION FROM VIOLENCE</p>	 <p>20 CHILDREN WITHOUT FAMILIES</p>	 <p>21 CHILDREN WHO ARE ADOPTED</p>
 <p>22 REFUGEE CHILDREN</p>	 <p>23 CHILDREN WITH DISABILITIES</p>	 <p>24 HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25 REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26 SOCIAL AND ECONOMIC HELP</p>	 <p>27 FOOD, CLOTHING, A SAFE HOME</p>	 <p>28 ACCESS TO EDUCATION</p>
 <p>29 AIMS OF EDUCATION</p>	 <p>30 MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31 REST, PLAY, CULTURE, ARTS</p>	 <p>32 PROTECTION FROM HARMFUL WORK</p>	 <p>33 PROTECTION FROM HARMFUL DRUGS</p>	 <p>34 PROTECTION FROM SEXUAL ABUSE</p>	 <p>35 PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36 PROTECTION FROM EXPLOITATION</p>	 <p>37 CHILDREN IN DETENTION</p>	 <p>38 PROTECTION IN WAR</p>	 <p>39 RECOVERY AND REINTEGRATION</p>	 <p>40 CHILDREN WHO BREAK THE LAW</p>	 <p>41 BEST LAW FOR CHILDREN APPLIES</p>	 <p>42 EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>

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HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD