

Medium Term Plan Wells Nursery School Term Summer 2, 2026

This term we will explore and discover water, we will use starting points, pictures, and conversations to find out what children know already, we will follow their interests and use the books and themes in the weeks below to shape our sustained shared thinking and learning. We will also include looking outwards at the wider world beyond our local community, by making links with our early summer festivals and celebrations. We will also provide opportunities for children to explore and experience the 'Summer Experiences' based on the Wanderlust Nature Study Curriculum and the 50 things to do before you are 5.

All areas of the curriculum will be covered each week through continuous provision. Further in depth weekly plans will show provision enhancements made after observations and specific knowledge of the children. Children will experience our range of high quality core books as well as the topic related books on a daily basis.

Week beginning	1st June	8th June	15th June	22nd June	29th June	6th July	13th July
Pride month- June. Wild June		LITTLE CITY VISIT!!-10th World Ocean Day (8th June) WORLD CUP BEGINS 11 JUNE	21 st fathers day AND Summer solstice Father's Day card prep 18th -Nursery sports day 1	Pirate Beach Day Weds 24th School sports day 23rd	30th-nursery sports day 2	Wellcomm Graduation - Weds 8th 2pm	Wellcomm

Weeks and Events	<u>Weekly suggested themes and books, chosen in response to weather and children's interests.</u>
	<p>Text : 'Who makes an Ocean?' + 'Uncle Bobbies wedding' + 'Love makes a family'</p> <p>Poetry Basket : Stepping Stones and children choosing from basket using props</p> <p>Talk about half term experiences. Re-introducing each other, Nursery boundaries and routines</p> <p>Washing dinosaurs, clothes.</p> <p>UW- Shows care and concern for living things and the environment.</p> <p>PSED- Listens and attends to a dialogue in a small group of 3 or more children + Is able to adapt behaviour to changes in routines</p>

	<p>Text : 'Little raindrop' and 'What a waste' 'Someone swallowed Stanley' 'One tiny turtle'</p> <p>Poetry Basket : 1, 2, 3, 4, 5 and children choosing from basket using props</p> <p>Looking at plastic waste, and changes we can make together to lunch boxes, snack choices. Talk about the seas and Oceans and the animals that live there. How can we help to keep the seas clean and animals safe</p> <p>Water tray fish stuck in plastic waste.</p> <p>PSED- Listens to the opinion of others when in a small group. UW- Talk about similarities and differences. + Shows care and concern for living things and the environment</p> <p>C+L -Listens and responds to talk when playing with a familiar adult</p>
	<p>Text : ' Once upon a rain drop' 'Over and Under the Pond' 'The Odd Fish'</p> <p>Poetry Basket : Little Frog and children choosing from basket using props</p> <p>Guttering and big buckets explore how water travels. Pond Dipping and identify creatures</p> <p>Using sponges to soak up water and represent clouds, water cans for rain etc</p> <p>C + L - Responses show an understanding of an experience or an event.</p> <p>M - Uses everyday vocabulary to describe measures (size, weight, capacity and time) when engaged in expressing ideas, designing and building.</p>
	<p>Text : 'Topsy and Tim Sports Day' 'Peppa's Sports Day'</p> <p>Poetry Basket: Graduation songs/poems</p> <p>Getting ready for Sports day, what do we need? What will we wear? Write invitations, make a picnic to share with family.</p> <p>C +L - Understands who, what and where questions.</p> <p>M - Understands that there is an order and sequence to familiar events. + Uses everyday vocabulary to explain measures of time when engaged in expressing ideas, and consolidating understanding.</p>
	<p>Text : 'Rhythms of the rain' + 'The water princess'</p> <p>Poetry Basket : Graduation songs/poems</p> <p>Rain around the world. Importance in countries like Africa and India- Monsoon season- growing crops</p> <p>Think about, design and make rain-catching devices.</p> <p>PD - Can hold and manipulates tools and equipment effectively and with control using a fist or pincer grip, or another suitable hold. UW- Shows care and concern for living things and the environment</p> <p>C+L - Can describe how they carried out an activity or made a model.</p> <p>M - Uses everyday vocabulary to describe shape, size and form when engaged in expressing ideas, designing and creating + Uses 3d shapes to construct and position.</p>

	<p>Text : 'Topsy and Tim start school', 'Starting School' and 'Lucy and Tom starting school' 'Harry and the Dinosaurs first day at school'</p> <p>Poetry Basket- : Graduation songs/poems</p> <p>UW - Know that living things grow and change + Know that there is an order and a sequence to events.</p> <p>EAD - Using own ideas and experiences to engage in role-play.</p> <p>PSED- Listens to the opinion of others when in a small group.</p>
	<p>Text : CONTINUE Transition texts - 'Topsy and Tim start school', 'Starting School' and 'Lucy and Tom starting school'</p> <p>Poetry Basket- Graduation songs/poems</p> <p>Exploring colours and colour mixing. Mixing coloured water-using pipets.</p> <p>UW - Responds to experiences of how things happen and how things. + Talk about similarities and differences.</p> <p>C +L - Begins to ask how and why questions.</p> <p>PSED- Listens to the opinion of others when in a small group.</p>

	Separate speech input. Daily when possible
Week 1	SPEECH INPUT: Using other words for first, beginning, and end (stories) (of the day) (obstacle course, using beginning and end) Start and End, last end finish
Week 2	SPEECH INPUT: She/He and Him/her - Girl and Boy identifying. (Go to the one where she is wearing shoes; Can you go to him/her? Give this to him/her.)
Week 3	SPEECH INPUT : Positional language, in, on ,under, next to, in front, beside.
Week 4	SPEECH INPUT : I, you , we, you could say ' I modelling with puppet..'
Week 5	SPEECH INPUT : Same, and not the same, 5 objects, 1 different and 4 of one. Name objects
Week 6	SPEECH INPUT : Verbs doing words.
Week 7&8	SPEECH INPUT : recap any areas that need consolidation

