

Nursery Medium Term Plan

Summer 1 2026

Amazing animals!



Summer 1 2026 'Amazing animals'

This half term we will be exploring the theme of animals; learning about all different creatures from familiar pets to jungle animals! We will be sharing lots of books about animals such as 'A squash and a squeeze' and 'Bears don't eat egg sandwiches'.

As always, we will continue to use 'Tapestry Memos' to communicate with families about our theme and learning for each week and will also share your child's 'wow' moments via Tapestry observations.

Themes which will be planned weekly following the children's needs and interests.



Jungle animals

monkey
crocodile
tiger
snake
parrot



Sea life

shark
dolphin
jellyfish
starfish
shoal
turtle



Farm animals

Horse
cow
chicken
pig
donkey
farmer



Pets

rabbit
guinea pig
tortoise
hamster
gerbil



Mummy and baby animals

cat/kitten
dog/puppy

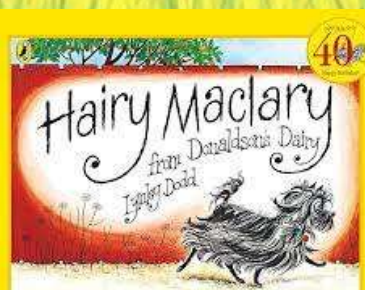
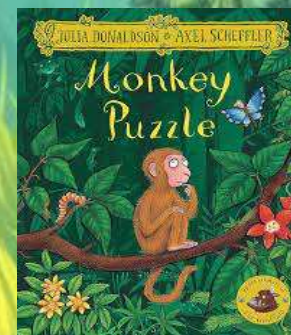
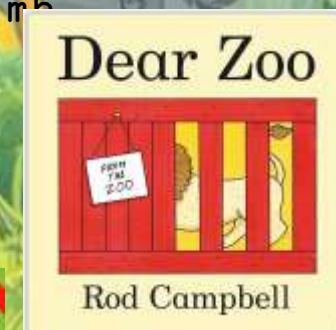
horse/foal
sheep/lamb



Bears

claws
paw
fur
polar bear
panda

Books to help explore these themes...



Communication and Language

Key knowledge

To be a confident communicator using a range of vocabulary and longer sentences of four to six words.

Skills

Start a conversation with adults and friends

Enjoy listening to longer stories and can remember what happens in them

Join in with a wide repertoire of songs

Use talk to organise play e.g. 'let's go on the bus... you sit here...I'll be the driver.'

Understand a question with two parts e.g. 'can you get your coat and wait by the door please'

Develop key vocabulary through topics and play

Vocabulary

Who?

What?

Where?

Why?

How?

Which?

Key Questions

What animals can you see?

Which animal is the chick's mum?

Why did the bear do that?

How do we look after a cat?

Where does that animal live?

Who looks after the animals?



Phase 1 Phonics

Key knowledge

To distinguish between the differences in vocal sounds and talk about the different sounds that we can make with our voices

To distinguish between different sounds e.g. instruments and environmental sounds

Skills

To hear the initial sound in their own name

To recognise the initial sound in words

To know that words can begin with the same sound

To use their voices to make different sounds e.g. sssss for a snake

Songs and rhymes

Old Mac Donald had a farm

The farmers in his den

Down in the jungle

Baa baa black sheep

The bear went over the mountain

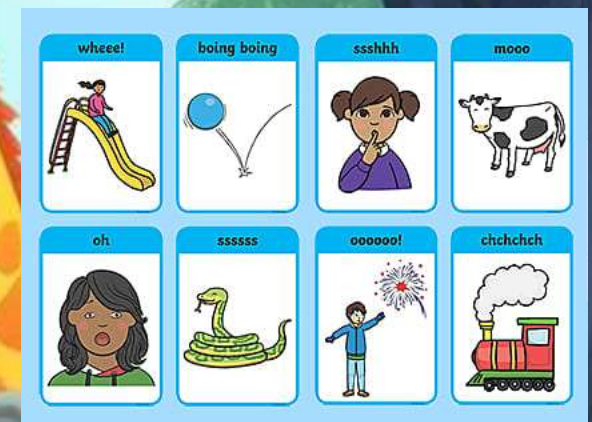
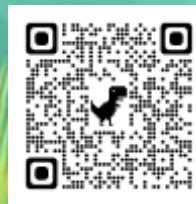
Key Questions

Who has a name beginning with a 'B' sound?

Who else has a name that starts with a 'C' sound ?

Can you make a sound like a bee- zzzzzzzzzzz?

Do dog and duck start with the same sound?



Personal, Social and Emotional Development

Key knowledge

To develop a sense of responsibility in Nursery

Take turns with others with some adult support

Skills

Understand how to stay safe around animals

Understand how to look after animals and what they need

Listen to other children's ideas and accept that other children may have different viewpoints

Continue to develop their knowledge of different feelings in themselves and others, referring to 'Zones of Regulation', and how to regulate these feelings

Vocabulary

care

safe

feed

gentle

feelings

calm

Key Questions

How can we look after the tortoise?

What do we do to help the animal feel safe?

Who has a different idea?

What could you do to help you to feel happier?



Physical Development

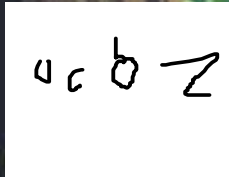
Fine motor Skills

- Refine the use of scissors by cutting around a simple shape
- Continue to refine pencil control using a comfortable tripod grip
- Begin to copy write the first letter or two of their name

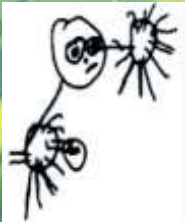
Mark making progression in Nursery



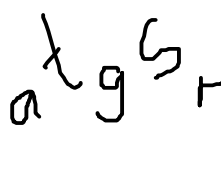
Complete random scribbling



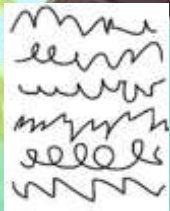
Makes marks to represent name



Draw pictures to represent an idea



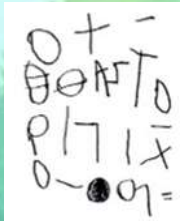
Form random letters with no meaning.



Complete drawings which mimic



Represent initial sounds in a familiar word.



Use symbols which represent letters

Key Questions

- How do we hold scissors and move the paper?
- How do we write this letter?
- How do we kick, roll, throw the ball to that person?

Gross motor Skills

- Continue to develop movement; balancing, riding and scooting
- Develop ball skills: kicking, throwing and rolling
- Take part in team games and activities creating their own rules



Vocabulary

cut	name	letter
balance	fast	slow

Physical Development continued...

Health and self care

Has an awareness of safety and manages risks effectively e.g. when climbing on the big blocks can jump down from a safe place

Able to eat independently and use cutlery

Help with routines at snack time and lunch time e.g. getting their water bottle and tidying away their rubbish

Knows the benefits of yoga/mindfulness and enjoys engaging in these activities as part of a group

Continues to develop independence when attending to toileting needs



Special events

We will be
meeting some
animals

