 Saints Peter & Paul’s **Nursery** **Spring Medium Term Planning 2022**

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| **Communication and Language** | **PSE** | **Physical** | **Literacy** | **Maths** | **UTW** | **EAD** |
| |  | | --- | | Use a wider range of vocabulary. | | Develop their sense of responsibility and  membership of a community.  . | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  • Go up steps and stairs, or climb up apparatus, using alternate feet.  • Skip, hop, stand on one leg and hold a pose for a game like musical statues.  • Use large-muscle movements to wave flags and streamers, paint and make marks. | 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 | Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  • Recite numbers past 5.  • Say one number for each item in order: 1,2,3,4,5.  • Show ‘finger numbers’ up to 5.  • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | Use all their senses in hands-on exploration of natural materials.  • Explore collections of materials with similar and/or different properties. | • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc |
| Know many rhymes, be able to talk about familiar books | Play with one or more other children, extending and elaborating play ideas. | . Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm | 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 | Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | |  | | --- | |  |   Continue to develop positive attitudes about the differences between people. | Explore different materials freely, in order to develop their ideas about how to use them and what to make. |
|  | Do not always need an adult to remind them of a rule. | • Use a comfortable grip with good control when holding pens and pencils. | • Write some or all of their name |  | . | • Draw with increasing complexity and detail, such as representing a face with a circle and including details. |
|  | Use longer sentences of four to six words. | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. |  |  |  | Play instruments with increasing control to express their feelings and ideas  • |
| **COEL; Playing & Exploring** I can guide my own thinking and actions by talking to myself as I play. | **COEL;**  **Playing & exploring** I can bring my own interests and fascinations into early years settings  **COEL; Active Learning** I can participate in routines  **COEL:Creating & Thinking critically** I can take part in simple pretend play. | **COEL; Active Learning** I can show goal-directed behaviour  I can keep on trying when things are difficult. | **COEL; Playing & Exploring** I can guide my own thinking and actions by talking to myself as I play. | |  | | --- | | **COEL; Playing & exploring** I can bring my own interests and fascinations into early years settings  **COEL; Active Learning** I can begin to correct my mistakes  **COEL:Creating & Thinking critically**  I can solve real problems. | |  | |  | | **COEL;Playing & Exploring** I can respond to new experiences when they are brought to my attention  **COEL• Creating & Thinking Critically**  I can take part in simple pretend play.  I can sort materils | **COEL;Playing & Exploring**  I can make choices and explore different resources and materials.  **COEL; Active Learning** I can show goal-directed behaviour  **COEL• Creating & Thinking Critically**  I can take part in simple pretend play.  I can make more links between my ideas |

Nursery Focus: Nursery Rhymes

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| **Area of Provision** | **Enhancements** – Additional Resources, Visits, Visitors, Displays. | Resource Implications |
| **Displays** | Characteristics of Effective Learning  Writing – Mark making  Nursery Rhymes |  |
| **Reading** | Nursery Rhyme books, puppets, task cards  Nursery Rhyme puppets  5 little mokeys/5 little ducks masks  Add Nursery Rhyme CD’s  Focus books - The Three Little Pigs, The Ugly Duckling ,  We’re Going on a Bear Hunt (all FS focus) | Posters, rhyme colouring sheets, task cards.  Character puppets, props  Jigsaws, glove puppets |
| **Maths** | Add puppet gloves for number rhymes  10 green bottles (use real bottles)  5 little Monkeys, task cards “How many monkeys are left?”  5Little ducks, task cards “How many ducks are left when 1 swims away?” | Ducks, monkeys  Number rhymes  Finger puppets |
| **Fine Motor** | Link to Nursery Rhymes;  Can you put the pegs on Incy Wincey Spider?  Can you build a wall for Humpty Dumpty  Can you put the correct quantity of pom, poms on the star.  Can you cut out 5 fish | Pom,poms, pegs, duplo, fish, star numerals,  Fish template |
| **Workshop** | Add glue & scissors for different abilities,  .Task cards, resources to make Nursery Rhyme Characters  .Chinese New Year | Paper plates, tubes, masks,  Chinese New Year dragons, templates |
| **Writing** | New initial letter interactive display (look at all the objects that start with the sound ‘m’ can you name each object?) m letter tracing (change weekly using RWI letter order) begin after RWI introduced  Nursery Rhyme simple sequencing display,  Nursery Rhyme borders, pictures, letters to trace  Writing for different purposes; Thank you letter to Santa, Birthday cards, invitations, Valentine cards | As stated |
| **Role Play** | Veils, hats, special clothes related to special celebrations,  Chinese Restaurant  Shop (till, food, baskets, price tags, writing resources) | As stated  Food, menu, till, plates etc.  Till, money, price tags, baskets, lists etc. |
| **Small World** | Jungle Animals  Artificial grass, tress, fabric, logs,  Add information books  Writing materials linked to jungle animals | As stated |
| **Construction** | Task cards  Pictures of landmarks/castles  Range of blocks  Cars, people,  Tool box  Planning/writing materials | As stated |
| **Painting** | Powder Paint, Spray bottles, pump bottles, different paintbrushes,  Different mediums (charcoal, pastels, chalks) | As stated |
| **Malleable/Dough**  **Covid allowing** | Shaving foam, snow dough, mark making tools, white glitter dough, Different sized bun cases, Task cards, for example, Can you make the spider that frightened Little Miss Muffet? | As stated |
| **Water** | Add ice, different ice shapes,  Ducks  10 green bottles  Jack & Jill; buckets of water |  |
| **Sand** | Egg cups, buckets, spades, mark making tools  Images of RWI letters |  |
| **Topic** | Winter; add arctic animals, info books, display photographs, real ice | Winter animals,  Winter info books, story books, snow dough, snow crystals |
| **Outdoor** | Musical instruments/ pans/utensils  Nursery rhyme hats/props to stage.  Bug house-Spider/bug hunt.  Reading Area – story baskets  Nursery rhymes  Dinosaur discovery tray  Ice discovery tray | As stated  Magnifying glasses, information books , writing resources  Story props  Dinosaurs, natural materials  Ice, magnifying glasses, winter animals, objects to freeze |

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| **Area of Learning** | Focused Activities | Resource Implications |
| PSED | Talk about own experiences of celebrations  Dress themselves – link to winter clothes  Circle Time Activities; emotions, right & wrong, | Winter clothing; hats, scarves, gloves, coats etc |
| CAL | Snack area (area for communicating; speaking baskets, eye spy laminated sheets linked to season, chn’s interests, I spy colour, shape basket)  Act out nursery rhymes using props.  Sing nursery rhymes & number rhymes  Use questions related to Nursery rhymes (How many ducks/frogs are there?  What washed Incy Wincy spider out?  Draw and recall diff Nursery rhymes  Rhyme games, Sound bingo, (Intervention  Use Semantic sheets to ask q’s about a variety of objects; banana, ice, mobile phone, etc  Wellcomm- intervention  L/A games: I went to the shops and I bought, Kim’s game, describe and find it!  Writing area/ Role-play areas interact & demonstrate writing for different purposes etc.  Letters, invitations, cards, shopping lists, prescriptions, telephone message, | Nursery rhyme props  Props linked to song, such as, hat, bowl, spoon |
| Literacy | Rhyming games, initial sound games,  Oral segmenting & blending  Introduce RWI  Rhyme games, sound games  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  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  Read stories that focus on rhyme  Practise writing name/first letter/ Letter formation  Develop pencil grasp (see PD)  Big draw; learning to draw in groups, partners | Rhyming objects, pictures |
| Physical Development | Funky Fingers  Mark Making in shaving foam  Develop Fine motor skills used to develop pencil grasp threading beads, pasta, using large tweezers, pegs, push down pens, peg boards etc  Spatial awareness  Action Rhyme/songs  Moving in a range of ways; slithering, running, jumping, hopping etc  Beginning to use tools with increasing control; scissors, | Shaving foam  Large head sized dough,  Diff sized large balls  Ingredients for cooking |
| Mathematics | How many egg cups/cups does it take to fill a ….?  Number songs & props. For example, 5 little monkeys & 5 currant buns.  Interactive displays. For example, 5 Little ducks & 10 green bottles. How many are left? What number comes after/before number…..? Can you put the numbers in order?  **5 speckled frogs**  Positional language; Can you put 1 frog on the log, in the pond, behind the log, next to...?  **Humpty Dumpty**  Who can build the biggest/smallest wall?  Can you put Humpty on top of the wall? In front of the wall? Behind the wall?  **Incy Wincy Spider**  Can you make a spider with 8 legs?  Can you make a spider with 4 legs?  **1,2,3,4,5..once I……**  Fishing game. (Colours & Numbers  **Hickory Dickory Dock**  Show different clocks & watches. Make a watch.  **Currant buns**  Make buns. How many fit in your tray? Who has got the most/least? Who has the biggest/smallest?  **Jack & Jill**  Heavy & light. Which is heavier/lighter?  Full, empty and half full. Grand Old Duke of York Outside-sing song up & down hill. Follow leader. Can you find coloured flags & numbered flags?  Sequence nursery rhymes.  Timer-how long it takes to do a task. E.g., ‘ Jump four times’, ‘Clap 6 times’ etc. | Egg cup, cups, buckets, bottles etc  Interactive displays. E.g., tray, ducks, numbers, books on ducks or with ducks in.  Frogs & log  Duplo, Humpty Dumpty  Dough & numbers  Number line  Fishing rods  Clocks & watches. Card stencil, felt pens & split pins.  Dough. Cake trays. Bun cases.  2 buckets-same sizes.  Variety of objects. E.g., feather, stone, car, doll.  Flags  Sequencing cards. Number cards |
| Understanding the world | How we are different (celebrate differences)  Ice snow men, (does the snowman melt quicker inside or outside?)  Investigate materials that help ice to melt quickest  Make, flip pancakes (check allergies)  Learn about Chinese Culture (Chinese New Year Activities)  Celebrations- talk about own experiences | Balloons, Leaves, natural materials  Pancake mix, frying pan  Chinese outfits, noodles, chop sticks, dragon pics, |
| EAD | Movement to Nursery Rhymes  Nursery Rhyme/Winter Crafts  Chinese New Year/Special occasion crafts  Make props to support learning- make Humpty Dumpty a wall, a spider with ,3,4,5,6,7,8, legs , flowers for a wedding, dressing up,  colour mix a fish  .Workshop-interact. Demonstrate planning & making. Reviewing & modifying. Demonstrate how to join & build etc.  .Colour mixing  Build Humpty Dumpty’ a wall | Blocks  Props, hats |