##  Saints Peter & Paul’s Nursery Spring Medium Term Planning 2024

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| **Communication and Language**  | **PSE** | **Physical** | **Literacy** | **Maths** | **UTW** | **EAD** |
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| Use a wider range of vocabulary. |

 | Develop their sense of responsibility andmembership 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’. |

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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 behaviourI 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. |

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| **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. |
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 | **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 LearningWriting – Mark making Nursery Rhymes  |  |
|  **Reading** | Nursery Rhyme books, puppets, task cardsNursery Rhyme puppets5 little mokeys/5 little ducks masks Add Nursery Rhyme CD’sFocus 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, propsJigsaws, glove puppets  |
| **Maths** | Add puppet gloves for number rhymes10 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, monkeysNumber rhymesFinger 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 introducedNursery 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 | As statedFood, menu, till, plates etc. |
| **Small World**  | Jungle AnimalsArtificial grass, tress, fabric, logs, Add information booksWriting materials linked to jungle animals  | As stated  |
| **Construction**  | Task cardsPictures of landmarks/castlesRange of blocksCars, people, Tool boxPlanning/writing materials  | As stated |
| **Painting**  | Powder Paint, Spray bottles, pump bottles, different paintbrushes,Different mediums (charcoal, pastels, chalks) | As stated |
| **Malleable/Dough** | 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,Ducks10 green bottlesJack & 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 rhymesDinosaur discovery trayIce discovery tray | As stated Magnifying glasses, information books , writing resourcesStory propsDinosaurs, natural materialsIce, magnifying glasses, winter animals, objects to freeze |

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| **Area of Learning** | Focused Activities | Resource Implications |
| PSED | Talk about own experiences of celebrationsDress themselves – link to winter clothesCircle 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 rhymesUse 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, L/A games /(InterventionUse 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 propsProps linked to song, such as, hat, bowl, spoon |
| Literacy | Rhyming games, initial sound games, Oral segmenting & blending Rhyme games, sound gamesUnderstand 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 sequencingDevelop 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 motherRead stories that focus on rhyme Practise writing name/first letter/ Letter formationDevelop pencil grasp (see PD)Big draw; learning to draw in groups, partners | Rhyming objects, pictures |
| Physical Development | Funky Fingers Mark Making in shaving foamDevelop Fine motor skills used to develop pencil grasp threading beads, pasta, using large tweezers, pegs, push down pens, peg boards etcSpatial awarenessAction Rhyme/songsMoving in a range of ways; slithering, running, jumping, hopping etcBeginning to use tools with increasing control; scissors,  | Shaving foamLarge head sized dough, Diff sized large ballsIngredients 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 YorkOutside-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 etcInteractive displays. E.g., tray, ducks, numbers, books on ducks or with ducks in.Frogs & logDuplo, Humpty DumptyDough & numbersNumber lineFishing rodsClocks & 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.FlagsSequencing 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 quickestMake, flip pancakes (check allergies)Learn about Chinese Culture (Chinese New Year Activities)Celebrations- talk about own experiences | Balloons, Leaves, natural materialsPancake mix, frying pan Chinese outfits, noodles, chop sticks, dragon pics, |
| EAD | Movement to Nursery RhymesNursery Rhyme/Winter CraftsChinese New Year/Special occasion craftsMake 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 mixingBuild Humpty Dumpty’ a wall | BlocksProps, hats |