 Saints Peter & Paul’s **Nursery** **Spring 2 Medium Term Planning 2024**

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| **Communication and Language** | **PSE** | **Physical** | **Literacy** | **Maths** | **UTW** | **EAD** |
| Enjoy listening to longer stories and can remember much of what happens. | .  • Show more confidence in new social situations | 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 |
| •  Use a wider range of vocabulary.  Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. | Play with one or more other children, extending and elaborating play ideas. | Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width  . | 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’. | |  | | --- | |  |   Plant seeds and care for growing plants.  • Understand the key features of the life cycle of a plant and an animal.  • Begin to understand the need to respect and care for the natural environment and all living things | Explore different materials freely, in order to develop their ideas about how to use them and what to make. |
| Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver | • Talk with others to solve conflicts.  • Talk about their feelings using words like ‘happy’, ‘sad’ | • Use a comfortable grip with good control when holding pens and pencils. | • Write some or all of their name | Experiment with their own symbols and marks as well as numerals | .  • Begin to understand the need to respect and care for the natural environment and all living things. | • Draw with increasing complexity and detail, such as representing a face with a circle and including details. |
|  | Begin to understand how others might be feeling. | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | Engage in extended conversations about stories, learning new vocabulary | Describe a familiar route.  • Discuss routes and locations, using words like ‘in front of’ and ‘behind’  • Extend and create ABAB  patterns – stick, leaf, stick  , leaf.  • Notice and correct an  error in a repeating pattern | Continue to develop positive attitudes about the differences between people | Play instruments with increasing control to express their feelings and ideas  •• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs |
| **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: Growth

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| **Area of Provision** | **Enhancements** – Additional Resources, Visits, Visitors, Displays. | Resource Implications |
| **Displays** | Characteristics of Effective Learning  Writing – Mark making  Our Nursery Garden – large board  Growing – topic area |  |
| **Reading** | Info Books on (plants, animals, babies)  Jack & the Beanstalk story sack  puppets, task cards  Focus books - Jack & the Beanstalk  Little Red Riding Hood  The Very Hungry Caterpillar All FS to cover | Puppets, props, colouring sheets, task cards.  Story stones, |
| **Maths** | Sequence numerals on flower pots  Put the correct quantity of flowers in the flowerpot  Match quantity of chicks to numeral  Count and recognise numeral  Mathematic books on shape, size, counting, comparisons | Flower pots with numerals  Flowers for flower pots |
| **Fine Motor** | Fine Motor Area  Put the correct quantity of flowers on the flower numeral  Count flowers and put buttons on 10frame to represent amount  Use buttons to make letters m,a,s,d,t  Use tweezers  Jigsaws, threading, tweezer activities | Pom,poms, pegs, duplo, fish, star numerals,  Fish template |
| **Workshop** | Textured paper & animal print/mini-beast print paper, twigs, model flowers (pipe cleaners, tissue paper)  Ideas book | Natural materials. Pipe cleaners, tissue paper, textured paper, animal paper |
| **Writing** | Writing/ drawing materials Linked to personal interest  Letter Tracing  Writing for different purposes; Birthday cards, Thank- you cards, Mother’s day cards, invitations,  Pencil control activities | Girls/boys writing materials, pens, pencils (diff sizes H,M,L) |
| **Role Play** | Display paper- chn to sponge paint flowers  Flower Shop Add variety of different sized pots. Numbered pots and numbered flowers. Flowers. Number/picture tags | . Plastic flowers, plant pots, till, wrapping paper, cards, tags, paper bags, money |
| **Small World** | Add farm animals, vehicles, farm  Artificial grass, tress, fabric, logs,  Add information books  Writing materials linked to Farm animals | As stated |
| **Construction** | Task cards  Pictures of landmarks/castles  Range of blocks  Cars, people,  Tool box  Planning/writing materials | As stated |
| **Painting** | Flower sponges  Powder Paint, Spray bottles, pump bottles, different paintbrushes | As stated |
| **Malleable/Dough** | Flower pictures/mini-beast pictures/life cycle pictures  Ideas book. | As stated |
| **Water** | numbered ducks, petals, flowers, small bottles for perfume |  |
| **Sand** | Add flower pots, plastic flowers, gardening tools,  Farm vehicles |  |
| **Topic** | Growing  Pictures of plants/flowers/people/farm animals and their young  Garden sensory tray; diff plants/ veg growing | Info books ,  Range of bulbs, seeds, planting tools, small plant pots |
| **Outdoor** | Musical instruments/ pans/utensils  Mini beast Hotel  Planting area  Reading Area – story baskets  Dinosaur discovery tray | As stated  Magnifying glasses, information books , writing resources  Story props  Dinosaurs, natural materials |

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| **Area of Learning** | Focused Activities | Resource Implications |
| PSED | SCARF: Looking after myself, Looking after others, Looking after my environment  Linked to events, Come & See & feelings, growing up-what aspire to be.  Circle Time Activities; emotions, friendship, right & wrong, |  |
| CAL | Snack area (area for communicating; speaking baskets, I spy laminated sheets linked to season, chn’s interests, I spy colour, shape basket)  Adult to play in role-play with children. Encourage interaction & taking on roles.  Wellcomm- intervention  Attention Autism Bucket intervention  Use Semantic sheets to ask q’s about a variety of objects; banana, ice, mobile phone, etc  Mystery box- talk about what is inside the box- give clues  Scenario pictures- discuss what the chn think is happening in the picture  Link to interests  Book ‘I choose’  L/A games: I went to the shops and I bought, Kim’s game, describe and find it! | Pictures, objects for initial sounds/rhyming  Bucket/box- variety of intriguing objects  Mystery box/mystery box objects  Scenario pictures  I choose |
| Literacy | Read- The Smartest Giant in town  Jack & the Beanstalk  A Squash & A squeeze  The Very Hungry Caterpillar  Memory Game  Puppets to re-tell stories. (Hungry caterpillar, Jack & Beanstalk etc)  Use mark making to make a story map-chn to retell stories use their pictures as prompts.  Letters & sounds-phase 1.  RWI  oral segmenting & blending  H/A to use magnetic letters to begin forming CVC words  Rhyme games, sound games  Letter/Sound focus. Trace letter in air. Look at things that begin with letter.  Initial letters  Big draw- related to topic, interests and weekly learning  Handling a book correctly. Adult role-model. Front cover & author  Structure of a story  Practise writing name/first letter.  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  Develop pencil grasp (see PD)  Writing area/ Role-play areas interact & demonstrate writing for different purposes etc.  Letters, invitations, cards, shopping lists, prescriptions, telephone message, Mothers Day Cards, Easter Cards | Rhyming objects, pictures  RWI resources  Real objects for initial sounds |
| Physical Development | Travelling in different ways  Ball skills  Games involving beanbags, quoits, hoops,  Develop fine/gross motor skills  Making Dens  Fine motor/gross Motor exercises  Getting ready to write(Using swords/wands)  Gloop/rainbow rice etc. Make marks/letters from name.  Outdoors, bucket of water & large paintbrushes. Make marks/name etc  spray bottles/ sugar shakers  Beginning to use tools with increasing control; scissors, | Shaving foam  Large head sized dough,  Diff sized large balls  Ingredients for cooking |
| Mathematics | The Very Hungry Caterpillar; days of the week, matching No to amount of food,  Sequencing numerals  Adding farm animals, flowers, begin to use understand a number sentence  Recognising that a numeral represents how many are in a group  Butterfly (symmetry/pattern/Shape)  Match numbered flower to numbered pot & put correct amount of flowers in numbered pot.  Count and match ladybird spots to numeral  Number problems. E.g, ‘If one ladybird flew away. How many would be left?’  Ordering numerals. What number is missing?  Number Bingo  Use interests as a stimulus (animals, superheros etc – separate objects  Into diff groups, recognising that amount is still the same  Number songs.  Match shapes & find them in the environment.  ‘Feely bag’.’ Feel and match/name shapes.  Guess how many? Ch. look at set of objects and guess how many they can see. Are the sets the same? | 2.D & 3.D shapes, Feely bag.  Bug toys, magnifying glasses  Minibeasts, ladybird bingo |
| Understanding the world | Planting bulbs, seeds and flowers.  Look at photos of children as babies & as they were growing up. Look at photos of staff growing.  Look at artefacts from when ch & staff were babies. Sequence.  Sequence baby – adult pictures.  Look at life cycle of animals, such as, frog & butterfly. (Real caterpillars!)  Look at cycle of seeds, such as sunflower & broad beans.  Experiments: 1. Celery/carnation in food colouring  2.Plant with no water/no light  Look at seeds etc in fruit & roots on vegetables.  Go on a walk-look for insects, flowers etc.  Display work.  Seed pictures.  Look at artist work (Monet garden etc& copy style) | , Pots, tubs, seeds, bulbs and flowers. Soil, watering can & tools.  Photos, artefacts & books  Life cycle pictures  Toy life cycle  Books, pictures, toys |
| EAD | Collage-garden  Sketch fruit/flowers  Mother’s Day Cards  Caterpillar/butterfly crafts  Musical Activities; body percussion, movement to music, instruments to poetry ,songs, stories.  Guess the sound/instrument | Different coloured card, tissue paper, pipe cleaners, decorative materials  Range of percussion instruments  . |