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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 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. |

|  |
| --- |
| **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

|  |  |  |
| --- | --- | --- |
| **Area of Provision** | **Enhancements** – Additional Resources, Visits, Visitors, Displays. | Resource Implications |
| **Displays** | Characteristics of Effective LearningWriting – Mark making Our Nursery Garden – large boardGrowing – topic area  |  |
|  **Reading** | Info Books on (plants, animals, babies)Jack & the Beanstalk story sackpuppets, task cardsFocus books - Jack & the BeanstalkLittle Red Riding HoodThe 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 flowerpotMatch quantity of chicks to numeralCount and recognise numeralMathematic books on shape, size, counting, comparisons |  Flower pots with numeralsFlowers for flower pots  |
| **Fine Motor** | Fine Motor Area Put the correct quantity of flowers on the flower numeralCount flowers and put buttons on 10frame to represent amountUse buttons to make letters m,a,s,d,tUse 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 interestLetter 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 flowersFlower 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 booksWriting materials linked to Farm animals | As stated  |
| **Construction**  | Task cardsPictures of landmarks/castlesRange of blocksCars, people, Tool boxPlanning/writing materials  | As stated |
| **Painting**  |  Flower spongesPowder Paint, Spray bottles, pump bottles, different paintbrushes | As stated |
| **Malleable/Dough** | Flower pictures/mini-beast pictures/life cycle picturesIdeas 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 youngGarden sensory tray; diff plants/ veg growing | Info books ,Range of bulbs, seeds, planting tools, small plant pots |
| **Outdoor** | Musical instruments/ pans/utensils Mini beast HotelPlanting areaReading Area – story baskets Dinosaur discovery tray | As stated Magnifying glasses, information books , writing resourcesStory propsDinosaurs, natural materials |

|  |  |  |
| --- | --- | --- |
| **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 interventionUse 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 pictureLink to interestsBook ‘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/rhymingBucket/box- variety of intriguing objects Mystery box/mystery box objectsScenario picturesI choose |
| Literacy | Read- The Smartest Giant in townJack & the BeanstalkA Squash & A squeezeThe Very Hungry CaterpillarMemory 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 & blendingH/A to use magnetic letters to begin forming CVC wordsRhyme games, sound gamesLetter/Sound focus. Trace letter in air. Look at things that begin with letter. Initial lettersBig draw- related to topic, interests and weekly learningHandling a book correctly. Adult role-model. Front cover & author Structure of a storyPractise 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 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 motherDevelop 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, picturesRWI resourcesReal objects for initial sounds |
| Physical Development | Travelling in different waysBall skillsGames involving beanbags, quoits, hoops,Develop fine/gross motor skillsMaking DensFine motor/gross Motor exercisesGetting 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 shakersBeginning to use tools with increasing control; scissors,  | Shaving foamLarge head sized dough, Diff sized large ballsIngredients 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 sentenceRecognising that a numeral represents how many are in a groupButterfly (symmetry/pattern/Shape)Match numbered flower to numbered pot & put correct amount of flowers in numbered pot. Count and match ladybird spots to numeralNumber problems. E.g, ‘If one ladybird flew away. How many would be left?’Ordering numerals. What number is missing?Number BingoUse interests as a stimulus (animals, superheros etc – separate objectsInto diff groups, recognising that amount is still the sameNumber 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 glassesMinibeasts, 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 lightLook 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 & booksLife cycle picturesToy life cycle Books, pictures, toys |
| EAD | Collage-gardenSketch fruit/flowersMother’s Day CardsCaterpillar/butterfly craftsMusical Activities; body percussion, movement to music, instruments to poetry ,songs, stories.Guess the sound/instrument | Different coloured card, tissue paper, pipe cleaners, decorative materialsRange of percussion instruments. |