

Nursery

Medium Term

Planning

Spring 1 - Animals

Personal, Social and Emotional Development (Prime Area)		Class – Nursery Topic – Animals	Term – Spring 2
Learning Objectives	Possible Activities		
<p>Making Relationships</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<ul style="list-style-type: none"> Continue to welcome the new children to the Nursery. Encouraging them to separate from their carer and enjoy the new activities/experiences at Nursery. Encouraging all of the children to play with different people and encourage small group social time activities. Talking to the children about caring, helping and playing with the new children. Can they show them where the aprons, resources etc are? Can they involve them in their play? Can they remember how it felt when they first started Nursery? Reinforcing routines, rules etc. Introducing the topic of animals and encouraging the children to share their experiences of animals with the other children during small and large group times. Encouraging the quiet/reluctant children to join in as well. Taking turns to speak & encouraging the children to listen & value the contribution of others. Sharing the story 'Cleversticks' with the children and talking about how people are good at different things. What was Ling Sung good at in the story? Why was he sad? Discussing the different things that we are good at Encouraging new children to follow nursery routines and attempt to attend to their own needs: and established children to become more independent when getting ready to go outside. Putting on own coat and attempting the fasteners. Helping others. Encouraging the children to join in all activities and try something different (particularly the children who are reluctant to participate in particular activities) Encouraging children to try new activities and explore things out of their comfort zone. Talking to the children and discussing their feelings about different animals e.g. Do they make them feel frightened, scared, excited. Providing group play situations e.g. Role play area, games. Encouraging the children to take turns and share fairly. Adult to model asking for a turn with a piece of equipment and showing the children how to ask instead of just taking. Encouraging and demonstrating turn taking during group games at circle time etc. Talk to the children about the importance of treating pets gently. What might happen if we teased a dog or a cat? Encouraging children to show care and concern for animals. Developing a caring attitude 		
<p>Self –Confidence and Self-Awareness</p> <p>Can select and use activities and resources with help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p>			
<p>Managing Feelings and Behaviour</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>PSED permeates across the areas of learning and much is developed through the Nursery environment, adult interaction at key points and established routines.</p> <p>Topic to be developed and extended according to the children's ideas and suggestions. These ideas will be added to the planning throughout the half term.</p>		

Physical Development (Prime Area)	Class – Nursery Topic – Animals	Term – Spring 2
Learning Objectives	Possible Activities	
<p>Moving and Handling</p> <p>Can move in a variety of ways</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Health and Self-Care</p> <p>Observes the effects of activity on their bodies.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<ul style="list-style-type: none"> Using animals as a stimulus for movement. e.g. slithering like a snake, hopping like a rabbit, galloping like a horse, walking on hands and feet like a cow etc. Thinking about how we could mimic these movements .Encouraging the children to move with imagination and control Use pictures as a stimulus. Encouraging movement at different levels and speeds. Moving to the music from Carnival of the Animals Identifying and using parts of their bodies to make sounds, clapping, tapping stamping. Going into the hall to take part in a range of listening and physical activities. Talk about finding a sensible space first. Encouraging the children to move in different ways, ensuring the move in spaces and avoid each other. Jungle Walk game. Children to pretend that they are creeping through the jungle and looking through their binoculars. When they hear the lion roar they have to freeze. Can they move around avoiding others? Moving appropriately to music and acting out rhymes through movement e.g. Walking Through The Jungle, Going on a Bear Hunt ‘Follow my Leader’ games - Using actions. hopping, clapping, skipping etc. Providing dough and other malleable materials - assorted shaped cutters, rollers, knives, rolling pins etc. Using one handed tools for mark making , colouring, painting., printing. Large and small scale. Encouraging the children to hold their pens/pencils correctly. Name cards completed on a regular basis with children who are ready. Continue to use Write Dance programme weekly - encouraging the children to take part in gross movements and scrabbling. Developing scissor skills - Using and practising cutting skills during a range of activities and regular opportunities for free cutting and tearing. Baking and cooking activities – using utensils to chop, mix, stir, roll etc (Pancake day) Encouraging children to use our large climbing equipment outside such as the tree. Outdoor play - range of small and large apparatus (bikes, hoops, quoits, balls etc). Introducing bean bags during hall time (and outside). Balancing, throwing , aiming and catching beanbags. Bean bag pick up and throwing games. Circle games in small groups. Providing large balls for those children who find bean bags difficult Continuing to provide a variety of activities at the Busy Fingers table in order to develop fine motors skills- encouraging target children to visit this area. <ul style="list-style-type: none"> Encouraging and reinforcing the importance of washing hands particularly after handling and touching animals. Looking at and talking about animals/pets and their needs. Link this to our own needs e.g. Food, shelter, warmth etc Discuss what we need to do to look after pets. What do they need? (link to pet shop) Do all pets need the same things? Discuss how the children help with their pets at home? Encouraging independence in self-care particularly with the new starters. E.g. Putting on own coats, washing hands, aprons etc. Can the children who are able to put their coats on independently try to fasten their own coats? Continue to challenge more able children to fasten their own zips and put on waterproof outfits and wellies in the outdoor area. <p>Topic to be developed and extended according to the children's ideas and suggestions. These ideas will be added to the planning throughout the half term.</p>	

Communication and Language (Prime Area)	Class – Nursery Topic – Animals	Term – Spring 2
Learning Objectives	Possible Activities	
<p><u>Listening and Attention</u></p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – still listen or do, but can shift own attention</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p><u>Understanding</u></p> <p>Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand 'why' and 'how' questions.</p> <p><u>Speaking</u></p> <p>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i></p>	<ul style="list-style-type: none"> • Reinforcing 'good listening', 'good looking' and 'good sitting' to the children during carpet times and adult led activities. Using picture prompts and Makaton signs. • Continuing to reinforce Letters and Sounds through singing, music/instrumental , listening activities etc. Encouraging the children to take part in challenging listening activities and begin to introduce jolly phonics songs and actions. Some children will access phase 2 phonics sessions. • Developing listening skills - animal sounds listening lotto/ audio stories in the newly developed reading area. • Continuing with Nursery BLAST activities for target children. • Providing a variety of talking and listening opportunities e.g. circle time/small and large group time, register time. Encouraging children to recall simple events in their life at circle time, newstime etc. Can they recall it in the correct order? Recalling what they did in the Christmas holidays and sharing with the group. • Daily stories, songs and rhymes. Encouraging the children to join in with repetitive texts or predict what might happen next etc. Listening station with taped stories and songs. Songs/rhymes related to Animals • Adult as a role model for language and turn taking etc. Using talk to describe and comment on what the children are doing. Prompting thinking and discussion through involvement in children's play. • Create class mind map - thinking about what animals we know about and want to find out about • Discussions about the topic in general and class role play areas - developing their own ideas. • Providing an animal based role play area . Appropriate adult intervention, encouraging the children to join in conversations and act out scenarios in character. Using imaginative talk in role play, small world and puppet play etc. Encouraging/ help children to develop a storyline on their play. • Looking at posters/pictures of animals and naming the different animals. Introducing and reinforcing appropriate vocabulary. Using describing words. Displaying around the classroom Talking about the children's experiences of pets/animals/zoo/ farms etc. Who has a dog, fish, cat etc at home? Unusual pets. Do the other children have any questions to ask about other peoples pets? Encouraging turn taking when speaking. Discussing different habitats • Playing 'What am I?' game using picture cards to develop vocabulary linked to animals. 'My animal has....' Children to guess the animal. Can the more able give the clues? <p>Communication and Language permeates across all areas of learning and is developed daily through adult interaction, role play, stories, songs, letters and sounds activities, games, circle time, adults modelling listening and speaking etc.</p> <p>Topic to be developed and extended according to the children's ideas and suggestions. These ideas will be added to the planning throughout the half term.</p>	

Literacy (Specific Area)	Class – Nursery Topic – Animals	Term – Spring 2
Learning Objectives	Possible Activities	
<p><u>Reading</u></p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>40-60</p> <p>Beginning to hear initial sounds in words.</p> <p>Beginning to blend sounds to read words.</p> <p><u>Writing</u></p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>40-60</p> <p>Hears and says initial sounds in words.</p> <p>Link sounds to letters, naming and sounding letters of the alphabet.</p>	<ul style="list-style-type: none"> Making our own class animal books. Discussing what the children would like to put in it (drawing pictures, cutting out pictures etc) .Talking about and drawing animals . Adult to scribe if necessary. Daily Letters and Sounds activities - Differentiate sessions in small groups to carry out activities within Phase 1 and 2. (L&S Teachers book, Singing Phonics, Piccolo Music, songs and rhymes, music sessions, rhyming stories etc) Reinforcing and repeating previous aspects (particularly with those children who are not yet ready to move on and the new starters) Children to be split into groups according to ability. Stories, NF books, songs and rhymes linked to Animals. Providing a variety of books for the children to look at in the reading areas. Using animal story sacks and other props to develop an interest in books/stories e.g. Elmer, Supermarket Zoo. Children to predict and recall stories and use props to retell.. Discussing the illustrations and characters in the story etc. Using animal based stories as a starting point/basis for other activities throughout the Nursery. Displays. <u>The books that we focus on will depend on the direction the children wish to take the animal topic e.g. Pets, under the sea, zoo, jungle, safari etc.</u> Sharing a selection of animal rhyming books (as well as other books) with the children e.g. 'Walking Through the Jungle' 'Commotion in the Ocean' 'Duck in a Truck' 'Chocolate Moose for Greedy Goose' etc with the children. Encouraging them to join in the repetitive text and to identify the rhyming words. Missing out or incorrectly saying the words. Can the children spot the mistakes? Can we change the words and write some new pages for the book? Thinking about the children's names and clapping out the syllables. Repeat using a drum. Can the children make the rhythm for their friend's name? Extend to clapping out other words (topic words) Continuing to use name cards. Can the children now recognise their name without the picture. Starting to think about what names their names begin with and their friends names. Continue to introduce Jolly Phonics songs and actions and Interactive phonics games. Working in small/whole class groups to create story maps to retell stories and recall key parts. Continuing with name cards with the children that are ready. Encouraging correct pencil grip, left to right directionality and correct letter formation. Create an environment in the nursery that has a variety of texts and labels in adults writing, computer print and the children's own. Displaying topic words and symbols around the room. Drawing attention to the different marks, signs and symbols that the children see etc. Introducing the mark making area to the new starters. Showing the children how to select activities and resources as they are needed and what to do with them e.g. Tracing cards, templates etc Encouraging children to use the scrumbling area appropriately to reflect Write Dance sessions. Encourage children to wear and use writing belts indoors and outdoors. Provide a wide selection of writing media and paper for the children to use to explore mark making freely. Opportunities for mark making outside. Providing opportunities for writing in the role play area. Adult to model writing for a purpose Adult to scribe for the children e.g. What they say about their painting, pictures etc or model writing poems etc using ideas suggested by the children Children will be encouraged to copy/trace and write letters. Children who are ready will be encouraged to sound word and represent these sounds with letters. <p>Children to be involved in daily literacy activities either adult led in small/large groups or independent activities at choosing time - stories with props, singing, rhymes etc Letters and Sounds activities are completed daily.</p> <p>Topic to be developed and extended according to the children's ideas and suggestions. These ideas will be added to the planning throughout the half term</p>	

Mathematics (Specific Area)	Class – Nursery Topic – Animals	Term – Spring 2
Learning Objectives	Possible Activities	
<p>Numbers</p> <p>30-50 To recite numbers in order 0-10</p> <p>To use number names and number language spontaneously</p> <p>To use number names accurately in play</p> <p>To know that numbers identify the number of objects in a set</p> <p>To sometimes match numeral and quantity correctly</p> <p>40 - 60 To count up to 3 or 4 objects by saying one name for each item</p> <p>To recognise numerals 1-5</p> <p>Counts out up to 6 objects from a larger group</p> <p>Select the correct numeral to represent 1-5, then 1-10 objects</p> <p>To suggest one more/less of a suggested amount.</p> <p>Shape, Space and Measures</p> <p>30-50 To show an interest in shape and space by playing with the shapes or making arrangements with objects</p> <p>To show an interest in shape by sustained construction activity or by talking about shapes or arrangements</p> <p>To show an interest in shapes in the environment</p> <p>To begin to talk about the shapes of everyday objects</p> <p>40-60 Begin to use mathematical names for flat 2D shapes and mathematical terms to describe shapes.</p> <p>To order two or 3 items by length or height.</p>	<ul style="list-style-type: none"> • Felt board stories and number rhymes with numerals e.g. 5 Little Monkeys, 5 Wild Animals in the Zoo etc. Using props and number cards alongside. Asking questions e.g. How many monkeys do we have now one has gone etc? Reinforcing 1 more/less (particularly with the HA) Act out in sand/water. Using the whiteboard to display number rhymes. Number story - 'A Bun for Barney'. • Washing line activities - ordering numbers to 5/10. Covering numbers or placing the numbers in the wrong place. • Variety of no. games for children to play independently and during small group time e.g. animal dice/counter game. • Using animals as a stimulus for counting / sorting - e.g. how many animals in each field, how many altogether? Which set has the most/least animals? Etc Can we sort the animals with 4 legs, tails etc. Matching numerals to sets (practical/interactive display) up to 5/10. Reinforcing 1-1 counting, counting out from a larger group. (the type of animals will depend on the direction the children choose to take the topic) • In the sand tray bury animal related objects e.g. Dog bones. Write numbers on a row of bowls or children to choose a number card. Children to find the objects and place the appropriate number of items in each bowl. (up to 5/10) • Making out own class animal counting book. Children to make their own individual books. • Encouraging counting and number recognition throughout the Nursery session. More able to be introduced the number fans during activities/ rhymes etc. • Numicon - children to have free play with the Numicon pieces (dough, sand etc). Numicon matching and sorting games. Using beads, buttons etc to place in Numicon holes and encourage 1-1 counting. Continuing to become familiar with the pieces. • ICT - www.busythings.co.uk (number and shape games) www.digitalbutterflies.co.uk (counting and matching games) • Continue to reinforce subitising during free flow play and daily mental maths sessions. • Shape week - 2D shape activities - shape games, shapes in the sand/water, matching, sorting, feely bag, songs, printing, making pictures .Going on a shape hunt around school looking at the shapes of everyday objects. More able children to include hexagon and discuss the properties of 2D shapes. Can the name a shape from clues given? etc Shape display. Shapes then reinforced throughout the half term (target groups) • Looking at animals and placing in order of size. Matching sizes. Compare bears/elephants. • Having a selection of boxes and animals. Which animals will fit into which box? Link to pet shop role play and animal cages and hutches etc. • Reinforcing positional language through play e.g. Put the elephant behind the tree, the tiger on the log etc. Possible stories 'Rosie's Walk' 'Where's Spot?1. Hide Spot in the Nursery. Displays and books • Visual timetable and orally recalling activities taken place in the Nursery each day. Encouraging and modelling the language of time • Physical games in the hall involving shapes . <p>Continuous Provision – counting during daily routines and circle time, number songs and rhymes, daily activities on the maths activity table, sand and water, classroom number lines, computer, games, displays and books, daily mental maths sessions.</p> <p>Topic to be developed and extended according to the children's ideas and suggestions. These ideas will be added to the planning throughout the half term.</p>	

Understanding the World (Specific Area)		Class – Nursery Topic – Animals	Term – Spring 2
Learning Objectives	Possible Activities		
<p><u>People and Communities</u></p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p>	<ul style="list-style-type: none"> Encouraging the children to talk about their own experiences with others. Providing regular opportunities for the children to talk and giving the children time to formulate thoughts and words to express feelings and experiences. Talking about making new friends now that we have some new children starting Nursery. Encourage children to share their experiences of animals, visits to zoos or farms and our own pets. Discuss job roles where we can work with animals (Vets, zoo keeper etc). 		
<p><u>The World</u></p> <p>Shows care and concern for living things and the environment.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<ul style="list-style-type: none"> Observing seasonal change and the daily weather. How is the weather changing as it comes closer to Spring? Daily weather chart. Having a selection of animals visit the Nursery (if possible) and allowing the children to have first hand experiences. Reinforcing the importance of washing hands- encouraging the children to name, observe and identify the features of each animal. Looking at the similarities and differences. What do they like to eat? Where do they sleep? With photographs (put on WB) Identifying and naming other animals. Looking at their features. Describing the animals and noticing similarities and differences between them. Sorting and matching activities. Discussing where animals come from (hot/cold climates) and their features e.g. thick fur Creating animal habitats in sand/water/compost e.g. swamp, desert, pond etc. Using small world/mats/blocks etc to create animal environments e.g zoo, farm etc. 		
<p><u>Technology</u></p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<ul style="list-style-type: none"> Using Espresso and Discovery Education to watch short video clips about animals Interactive animal games (e.g. cbeebies, scholastic etc) on the whiteboard and computer. Continuing to develop use of the interactive whiteboard. Encourage the children to use our new tablets to play games (phonics play, top marks maths games) www.busythings.co.uk Opportunities for ICT in the role play area - keyboard/telephone etc. 		
	<p>Topic to be developed and extended according to the children's ideas and suggestions. These ideas will be added to the planning throughout the half term.</p>		

Expressive Arts and Design (Specific Area)	Class – Nursery Topic – Animals	Term – Spring 2
Learning Objectives	Possible Activities	
<p><u>Exploring and Using Media and Materials</u></p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Uses various construction materials.</p> <p><u>Being Imaginative</u></p> <p>Creates movement in response to music.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Uses available resources to create props to support role-play.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<ul style="list-style-type: none"> • Drawing and painting a range of animals. Encouraging the children to think about the colour, shape and size of the different animals. Looking at the different patterns on the animals. Using photographs as a stimulus. Can they guess which animal the pattern belongs to? • Creating animal picture using a range of resources, collage, paining, drawing etc. • Work based on 'The Mixed Up Chameleon' - link to colours • Looking at Kandinsky Circle sand Castle and Sun by Paul Klee - linked to shape work. Create own Kandinsky picture. • Collage and paper plate animals. Puppets. Creating animals using plastic milk containers and mod-roc • Finding instruments or body parts to represent animal sounds or movements • Singing 'Old McDonald had a Pet Shop/Zoo' - inviting the children to make up suitable sounds for different pets. Have photos/pictures for prompts. Singing and learning other songs about animals. • Exploring sounds that may be appropriate to accompany a song or story e.g. Walking through the Jungle. What Do I See? Using instruments to make these sounds. • Continuing with Piccolo songs - clapping and tapping etc to the beat. Introducing instruments to accompany the songs. Reinforce fast, slow, loud, quiet etc Singing Phonics - encouraging the children to join in with singing the new songs and familiar ones, Us-ing our bodies to make sounds. • Free access to the musical instruments. Reinforce the names and how they can be played. Children to explore how they can change the sounds. • Encouraging large and small group ring games activities and dance moves during Write Dance sessions. • Exploring making sounds using instruments and natural resources. <p>Creative activities will depend on the direction the children wish to take the animal topic.</p> <ul style="list-style-type: none"> • Role play area - to be discussed with the children e.g. Pet shop, vets, farm shop, jungle den etc. Providing appropriate props etc. Time allowed for independent imaginative play as well as specific adult led/directed tasks. Adults joining in play as role models. • Use of props, puppets, pictures, book boxes etc to dramatise songs and stories etc • Providing small world equipment (farm, dolls house etc) Encouraging imaginative play with these. Offering a stimulus by suggesting an imaginary event or set of circumstances etc. <p>Topic to be developed and extended according to the children's ideas and suggestions. These ideas will be added to the planning throughout the half term.</p>	

