






Mead Primary School Nursery Medium Term Planning

<p>Spring 1</p> <p>We Love Stories</p>									
		Nursery Rhymes	Our Environment	Family	Numbers 0-5	Working together to problem solve	Traditional tales	Storyteller	
<p>S</p> <p>u</p> <p>g</p> <p>g</p> <p>e</p> <p>s</p> <p>t</p> <p>e</p> <p>d</p> <p>T</p> <p>e</p> <p>x</p>	<p>Themed Books</p>								

t s	
	<p>Suggested rhymes and songs</p> <p>- This Little Piggy, Teddy Bear, Teddy Bear, Ten in the Bed, I'm a Little Teapot, Round and Round the Garden Counting songs- 5 Little Monkeys jumping on the bed, 5 Little Monkeys sitting in a tree, One man went to mow, Ten in the Bed, 5 Little Ducks, 5 Little Ducks and Mr Fox, 5 Golden coins in the Giant's castle, 5 Little men in a flying saucer</p> <p>Songs- Three Billy Goats Gruff Three Billy Goats Gruff Nursery Rhymes & Kids Songs Goldilocks Goldilocks Early Years - Nursery Rhymes Three Little Pigs Three Little Pigs - The Kiboomers Preschool Songs - Fairy Tales & Fables Jack and the Beanstalk Song 5 - Fee-fi-fo-fum - Full Song Primary Music - Jack and the Beanstalk</p>

Area of Learning	Knowledge and Skills (Know how, know that, know the)	Revisited/Ongoing throughout the Year
 <p>Communication & Language</p>	<p>Know how:-</p> <ul style="list-style-type: none"> ● to listen to another person ● to express a need ● to initiate a conversation ● to respond in a conversation ● to follow a simple instruction ● to pretend play ● to listen to increasingly complex stories <p>Know that:-</p> <ul style="list-style-type: none"> ● we need to listen to others, especially to develop conversation ● we can use words and/or gestures to express a need ● we can use what we have read and learned in our own play and activities 	<p>Developing conversational skills Developing the ability to listen to and comprehend a story Developing the ability to use story language in our play</p>

	<ul style="list-style-type: none"> ● we can change our tone, intonation and pitch when talking to express emotions and characters <p>Know the:-</p> <ul style="list-style-type: none"> ● importance of listening to others ● importance of expressing own needs 	
 <p>Personal, Social and Emotional Development</p>	<p>Know how:-</p> <ul style="list-style-type: none"> ● to express emotions ● to manage transition ● to choose own activities and play ● to engage with others ● to empathise with others <p>Know that:-</p> <ul style="list-style-type: none"> ● others experience different emotions ● the adults are there to help and support ● we can help and support our peers ● we can choose different resources ● we can compromise when there are differences of opinion <p>Know the:-</p> <ul style="list-style-type: none"> ● importance of being healthy ● importance of building friendships and reaching compromises when conflict occurs 	<p>Developing relationships to include building friendships, managing conflict, making compromises, sharing and taking turns.</p> <p>Developing the confidence to be independent in thoughts and actions.</p>
 <p>Physical Development</p>	<p>Know how:-</p> <ul style="list-style-type: none"> ● to move safely and in a variety of ways ● to utilise fine and gross motor skills with control ● to dress and undress independently ● to eat using cutlery independently ● to empathise with story characters <p>Know that:-</p> <ul style="list-style-type: none"> ● we need to keep ourselves healthy and exercise is part of that ● we can move our bodies in different ways ● we need to manage risks to complete activities safely <p>Know the:-</p> <ul style="list-style-type: none"> ● different ways we can manipulate tools to suit a purpose ● different ways we can keep ourselves healthy 	<p>Developing awareness of our bodies and how we can use them in different ways to suit different purposes.</p> <p>Developing our gross motor skills through a wide range of activities and movements</p> <p>Developing our fine motor skills through a wide range of activities and movements and use of a variety of tools.</p> <p>Developing an awareness of the importance of keeping healthy and the impact of diet and exercise on that.</p>



Literacy

Know how:-

- to join in with songs and rhymes
- to listen to stories
- to turn the pages in a book
- to look at books independently
- to make marks on paper etc...

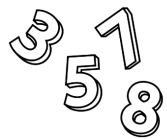
Know that:-

- we can like and dislike books and have our own opinions about them
- stories can be used to influence our play
- print has meaning
- we read from left to right and from top to bottom
- pages go in sequence
- stories have different characters and settings
- different marks can have different meanings

Know the:-

- names of different parts of a book
- different parts of a story- beginning, middle and end

Developing greater awareness of books and how to read them.
Developing our independent reading skills.
Developing our writing skills.



Mathematics

Know how:-

- to join in with number rhymes
- to develop counting-like behaviours
- to subitise to 3
- to recognise basic patterns
- to complete inset puzzles
- to recognise basic shapes

Know that:-

- amounts increase or decrease if objects are added or subtracted respectively
- numerals and amounts are linked
- the last number reached when counting a group of objects tells you how many are in the set
- different shapes can be combined to make new ones

Know the:-

- words to describe basic positions e.g front, behind, next to
- words to compare different amounts- more than, fewer than
- words to compare different measures- heavier/ lighter, bigger/ smaller, shorter/ taller

Developing awareness of numbers to 5 and what those numbers mean
Developing awareness of basic patterns and using appropriate vocabulary to describe them
Developing awareness of the basic 2D and 3D shapes and how to recognise and describe them



Understanding the World

Know how:-

- to make sense of their own lives and those of others
- to use all of their senses in hands-on exploration of the things around them, both natural and man-made
- to talk about what they have observed around them

Know that:-

- there are similarities and differences between people
- we have to care for our natural environment

Know the:-

- members of our own family

Developing an awareness of their immediate environment
Developing a sense of how they fit into the world
Developing an awareness of their own family



Expressive Arts and Design

Know how:-

- to use basic tools- paintbrush, scissors, gluesticks, pens and pencils
- to sing along with others
- to move and respond to music
- to mix colours to make other colours

Know that:-

- we can give meaning to the marks we make
- we can use different tools, media and materials to create different effects
- we can create different actions to suit different songs and parts of songs

Know the:-

- different ways we can manipulate media and materials to create specific effects

Developing an awareness of how to use different media and materials
Developing the ability to join in with songs, remembering some independently

Spring 1: Developing our provision for the children: Indoor environments

Construction	Small World	Modelling area
<p>Focus: Adults to model to children how to fasten, manipulate and create using the construction sets with a focus on planning, designing and making. Adults to model looking through key texts to inspire children as what to create. Adults to model what to do with unfinished/ incomplete models; how and where to store them and how to return to them for completion.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> ● size and comparative language- big, bigger, biggest, small, smaller, smallest, large, larger, largest, tall, taller, tallest, high, higher, highest, low, lower, lowest ● positional language- next to, in front of, behind, between, over, under, below, on top of, before, after, ● Plan, design, make, construct, improve, extend ● platforms, levels, floors, lift, ● 2D shape names ● 3D shape names 	<p>Focus: Model to children how the small blocks and natural materials can inform children's play e.g. using magnifying glasses, how to build and then play with, a suitable environment for the animals, how to develop a storyline supported by the resources. Reinforce resources being put away effectively- in boxes/baskets and/or on shadow. Engage with key books in the area to support imaginative play.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> ● kitchen equipment words, home words- oven, sofa, table, fridge, shelves etc... ● food names ● drink names ● cutlery names ● cooking processes- cook, boil, fry, bake, poach, steam, ● washing up, cooking, cleaning, dressing, tidying, storing, ● Equipment names- stones, rocks, wood etc.... ● Dinosaur names ● Fairytale character names ● wild animal names ● rough, smooth, plastic, natural, bumpy, flat, heavy, light, ● colour names ● size vocabulary- big, small etc... 	<p>Focus: Adults to show children how to use a variety of tools including cutters, rolling pins and cake cases and tins etc... Children understand dough will dry if left out and how to contain these once finished to support being able to reuse. Engage with key books in the area to support dough creations. Consider the use of vocabulary to describe the appearance and feel of dough. Adults to model and support the making of playdough.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> ● Play dough, cutters, knives, rollers, rolling pins, mats, cake cases, ● roll, pinch, cut, tear, squeeze, squash, hold, hand, fingers, thumbs, squish, flatten, press, model ● flour, salt, water, oil, bowl, mixing, stirring, paint
<p>Reading Corner</p>	<p>Painting area</p>	<p>Creative area</p>

<p>Focus: Adults to model how to read a book – conventions of looking at the front cover, turning pages carefully and how to store books, front cover facing, right way up. Adults to model discussing books, their events and opinions about them.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Names of parts of a book- front cover, blurb, pages, illustrations, author, illustrator, pages, words, pictures, drawings, illustrations, writing, text question vocabulary- what happens next? what do you think? why? where? when? what? who? how? 	<p>Focus: Adults to model how to access and use resources and careful handling of paint/resources- preparation putting on an apron, Children experiment with mark making with different sized paintbrushes. Adults model how to use key texts in the area to inspire creations.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Equipment names, including paint, paintbrushes, easel, apron, drying rack, paper Colour names Method names including painting, brushstrokes, swirling, sweeping, blobbing, dotting, stripes, spots, swirls, circles, 	<p>Focus: Adults to model accessing and using the equipment and how to store it away. Adults model different methods and approaches e.g ways to join materials. Adults encourage the cleaning of themselves if made dirty during activities. Adults follow the children's interests and ideas for what to make and model using key texts in the area to inspire ideas. Adults question children about the best way to approach their ideas and encourage them to problem solve.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Equipment names- pens, pencils, paint, glue, glue sticks, paintbrushes, scissors, paper, card, collage, feathers, foam shapes, ribbons, wool, corrugated card, tissue paper, shiny paper, felt, stencils, tape, Method words- painting, glueing, sticking, cutting, drawing, colouring, collaging, chalking, writing, sketching, scribbling,
<p>Writing/mark making area</p>	<p>Maths area</p>	<p>Puzzle area</p>
<p>Focus: Children are encouraged to enjoy drawing freely and to talk about their work. Children are encouraged to add marks to their pictures which they give meaning to. Children are encouraged to make marks on their pictures to stand for their name. Children are encouraged to make marks for their name. Children are encouraged to use their print and letter knowledge in their early writing.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Equipment names- pens, pencils, paper, crayons, ruler, letters, boards, erasers, rubbers, envelopes Letter names and sounds 	<p>Focus: Adults to model and encourage subitising and counting. Adults to model and encourage the use of comparative vocabulary. Adults to model using marks, symbols and numerals to record. Adults to model ways of sorting items and talking about the sorting process and criteria and encouraging the children to find their own criteria. Adults to model using shapes for a purpose. Adults to model measuring and comparing items and objects. Adults to model and encourage accessing the resources and storing them away again. Adults follow the children's ideas and interests for activities and problem solving.</p> <p>Vocabulary</p>	<p>Focus: Adults to question and model how to approach problem solving. Adults to model how to access the resources and store them away. Adults model how to look after the pieces when using them. Adults follow the children's interests as to which puzzles to solve.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> puzzle, piece, solve, complete, finish, move, try, fit, picture, curved, straight

<ul style="list-style-type: none"> • writing, drawing, scribbling, mark making, colouring, sketching, 	<ul style="list-style-type: none"> • Number names (to at least 10) • Basic shape names and properties- square, triangle, rectangle, circle, sphere, cuboid, cube, cone, cylinder, round, straight, sides, corners, faces, edges • Numicon, measuring worms, sorting, stacking, shapes, numbers, digits, calculator, • colour names • big, bigger, biggest, small, smaller, smallest, fewer, more than, long, longer, longest, short, shorter, shortest, heavy, heavier, heaviest, light, lighter, lightest, equal, middle, same, different 	
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Spring 1: Introducing our provision to the children: Outdoor environment		
Mark Making	Sand	Construction/Den building
<p>Focus: Adults to model accessing the mark making shed and its contents to children. Model to children how the chalkboard can be used with chalks to create grand-scale art work and writing, how the paint rollers can be dipped in water/powder paint to mark make. Take opportunity when raining to use powder paints on the ground for children to explore colour mixing.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Equipment names • Draw, write, colour, sketch, shapes, names, letters, words, numbers • Shape names • Names of objects drawn- house, flower, trees, cars etc... especially names of things in the immediate environment • Animal names • Colour names 	<p>Focus: Adults to model accessing the sand trolley and its contents to children. Model how to use shovels, equipment on a grand scale to support gross motor skill development. Remind children about the safety of sand around other children and to keep sand low to avoid sand in eyes. Model how to shake sand back into a sand pit and store equipment away.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Names of equipment. • Fill, dig, empty, flatten, level off, pile up, sink, smooth out, crumble, fall and disappear. • Wet, dry, damp, soggy, soaked, squelchy, warm, cold, soft, hard, solid, level, lumpy, crumbly, rough, sharp, spiky, smooth, runny • Pattern, print, mark, shape, mould, squeeze, pour, scratch, drag, drop, slide, scrape. 	<p>Focus: Adults to model how crates, pipes, tubing can be used to construct structures. Question children about sturdiness and purpose for children to develop problem solving skills. Adults model accessing the den building shed and how to safely remove and tidy materials. Follow children's interests and ideas for what to construct and promote collaborative team work.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Colour names. • Cardinal number e.g. first, second, third etc... • 2D shape names e.g. square, circle, triangle, rectangle etc. • 3D shape names e.g. cube, cuboid, sphere, pyramid etc. • Language of position e.g. before, after, on top off, behind, in front of etc.

<ul style="list-style-type: none"> ● Letter sounds and names ● Numbers 	<ul style="list-style-type: none"> ● Big(ger), small(er), tall(er), short(er), wide(er), long(er), thin(ner), higher, full, empty, order, size. 	<ul style="list-style-type: none"> ● Language of size, e.g. tall, short, wide, narrow, low, high, deep. ● Descriptive language, e.g. rough, smooth, stable, unstable ● Levels, platforms, floors, entrance, exit, purpose ● Plan, design, improve, extend.
Water	Physical	Mud Kitchen
<p>Focus: Adults to model using the water area resources and accessing the contents of the trolley. Model to the children how to source water for play and use the water containers for exploration. Model using guttering/pipes, how to make water travel and promote collaborative teamwork and problem solving skills. Adults encourage appropriate attire so children do not soak uniforms including aprons.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> ● Names of equipment. ● Drop, drip, puddle, change ● Wet, dry, soggy, soaked, squelchy, warm, cold, hot, freezing, ● Splash, spray, bubble, wave, squeeze, trickle, pour, fast, slow, slip, slide, soak, leak, squeeze, squirt, fountain. ● Full, empty, big(ger), small(er), order, size, deep, deeper, deepest, shallow, shallower, shallowest. ● Tip, float, sink. ● Vocabulary associated with small world play – people and boats, pirates, under sea creatures, car wash etc... 	<p>Focus: Adults to model how to access the equipment , to remove it safely and to store it away safely. Model how to play games and conduct activities using the different equipment safely. Model teamwork when playing games, including taking turns and sharing. Follow children’s interests and ideas for what to play and promote collaborative team work.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> ● Names of equipment including sections e.g. handlebars, steering wheel, pedals etc... ● Colour names ● Pedal, brake, push, steer, control, obstacles, stop, go, cycle, scoot, turn, direction ● Throw (threw), catch (caught), roll, bounce, dropped, chase, stop ● Language of position- up, down, before, after, left, right, forwards, backwards, behind, in front, sideways etc... ● Fast, slow(ly), speed, quick(ly) ● Wave, wiggle, twirl, swirl, curl, wavy, spin, circling, stream, windy, curve, bend ● Skip, hop, jump, run, walk, balance, sit, stand, roll 	<p>Focus: Adults to model how mud can be sourced from nearby to create potions and be used in recipes etc.... Take children’s ideas on different natural materials to use in the kitchen and tools to combine the different materials. Ask the children to explain what they are making/process and make links to changes in states e.g. melting ice, thickening/thinning of liquids etc... Adults to ensure children are wearing appropriate footwear and clothing and how to clean equipment after.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> ● Equipment names ● House, home, kitchen, dinner, breakfast, lunch, food and drink names ● Cooking vocabulary- mix, pour, cook, bake, fry, grill, stir, tasty, delicious, hungry, hot, cold, spoon, pans, ladle, spatula, frying pan, dish, bowl, lid, oven, hob, cupboard, fridge, freezer, table, bench ● Vehicle names ● Story language- using stories and rhymes to develop vocabulary