



## Nursery Medium Term Planning Spring 1

### My Body and The Five Senses

Area of Learning	<u>Week 1</u> 3.1.19	<u>Week 2</u> 7.1.19 My Body...Naming Different Body Parts	<u>Week 3</u> 14.1.19 Hearing	<u>Week 4</u> 21.1.19 Seeing	<u>Week 5</u> 28.1.19 Tasting	<u>Week 6</u> 4.2.19 Smelling	<u>Week 7</u> 11.2.17 Touching
Personal Social and Emotional	<u>DM 30-50mnths Making Relationships</u> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Share experiences of the holidays with friends.	<u>DM 30-50 Managing Feelings and Behaviour</u> Aware of own feelings and knows that some actions and words can hurt others feelings.  Talk about New Year and New Year Resolutions. Invite the children to share their thoughts and ideas.  Use name cards at registration to support recognition of names.	<u>DM 30-50 Managing Feelings and Behaviour</u> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Discuss with the children how some children are not able to hear as well as others. What must that be like not to be able to hear?  How do people who cannot hear talk? Invite HID staff into Nursery to talk about how signing helps them with communicating.  Together learn a Nursery Rhyme using sign language.	<u>DM 30-50 Managing Feelings and Behaviour</u> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Discuss different emotions...happy, sad, cross, Share emotion cards with the children. Are the children able to describe how that person is feeling?  Sing...If you're happy/sad/cross/tired and you know it.	<u>DM 30-50 Self-confidence and Self-awareness</u> Is more outgoing towards unfamiliar people and more confident in new social situations. Talk to the children about meal times. How many children eat their meals with the whole family?  Discuss favourite meals.  Using paper plate and plastic foods invite the children to create a plate of food for teddy. Talk about choices and healthy eating.	<u>DM 30-50 Self-confidence and Self-awareness</u> Is more outgoing towards unfamiliar people and more confident in new social situations. Explore different smells. Place a variety of different smells in bottles. Invite the children to smell and share feelings about what they like and don't like.  Are the children able to recognise any smells?  Make a tick sheet using  and  Children to record their likes and dislikes.	<u>DM 30-50 Managing Feelings and Behaviour</u> Aware of own feelings and knows that some actions and words can hurt others feelings. Talk to the children about using kind hands.  How must we treat others? Reinforce that hands are to be used for kind actions...sharing/cuddling and being friendly. Hands are not used to hurt people.

Communication and Language	<p><a href="#">DM 30mnths Listening and attention</a> <a href="#">Listens to others one to one or in small groups when the conversation interests them.</a></p> <p>Share experiences of the holidays with friends.</p>	<p><a href="#">DM 30-50 Speaking: Builds up vocabulary that reflect the breadth of their experiences</a></p> <p>To name different parts of the body...head, shoulders, knees, toes, hands, fingers etc.</p>	<p><a href="#">DM30-50 Listening and Attention: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</a></p> <p>Call and response games: Play...Who's got the key? I've got the key!</p> <p>Sounds lotto listening games.</p>	<p><a href="#">DM30-50Understanding: Beginning to understand why and how questions.</a></p> <p>Linked to PSE. Are the children able to say what makes them feel happy/sad?</p> <p>Why do you feel sad when you fall over? How do you feel when someone takes your toys?</p>	<p><a href="#">DM 30-50 Speaking: Builds up vocabulary that reflect the breadth of their experiences</a></p> <p>Home learning...invite the children to keep a food diary recording what they had for breakfast, lunch and dinner. Share with the group.</p> <p>Blindfold food tasting activity. Introduce language sweet, sour, chewy and crunchy.</p>	<p><a href="#">DM 30-50 Speaking: Beginning to use more complex sentences to link thoughts.</a></p> <p>Linked to PSE...Using language to share feelings.</p>	<p><a href="#">DM 30-50 Speaking: Beginning to use more complex sentences to link thoughts.</a></p> <p>Play a game of What's inside the box?</p> <p>Children to place their hand inside a box and touch an object they cannot see. Are they able to describe what it is? Can they guess what the object is??</p>
Literacy	<p><a href="#">DM 30-50mnths Reading Shows awareness of rhythm in spoken words</a> Join in with Nursery Rhymes. Encourage the children to fill in the missing rhyme eg. Humpty Dumpty sat on the ....</p> <p><a href="#">DM 30-50mnths Writing Sometimes gives meaning to marks as they draw and paint</a> Draw pictures of what happened in the holidays.</p> <p><a href="#">Phonics Letters and Sounds Phase 1</a></p>	<p><a href="#">DM 30-50mnths Reading Recognises familiar words and signs such as own name and advertising logos.</a> Recognising name cards. Beginning to recognise labels for body parts.</p> <p><a href="#">DM30-50 Writing Sometimes gives meaning to marks as they draw and paint</a> Labelling different parts of the body. Encourage children to have a go at writing and labelling the parts of the body.</p> <p><a href="#">Phonics Letters and Sounds Phase 1</a></p>	<p><a href="#">DM30-50 Reading Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</a> Story sacks...support the children with joining in with the story.</p> <p>Sound walk...using big ears children to walk around school commenting on different sounds heard.</p> <p><a href="#">DM30-50 Writing Sometimes gives meaning to marks as they draw and paint</a> Free writing</p> <p><a href="#">Phonics Letters and Sounds Phase 1</a></p>	<p><a href="#">DM30-50 Reading Beginning to be aware of the way stories are structured.</a> Story sacks...support the children with joining in with the story.</p> <p><a href="#">DM30-50 Writing Sometimes gives meaning to marks as they draw and paint</a> Pencil control in tuff spot with sand.</p> <p><a href="#">Phonics Letters and Sounds Phase 1</a></p>	<p><a href="#">DM30-50 Reading Listening to stories with increasing attention and recall.</a> Sharing stories...  <ul style="list-style-type: none"> <li>I don't like peas</li> <li>Fatima's Red Hot Chilli</li> <li>Grandma's Saturday Soup</li> <li>The Tiger Who Came to Tea</li> </ul> </p> <p><a href="#">DM30-50 Writing Sometimes gives meaning to marks as they draw and paint</a> Mark making in gloop using a variety of mark making tools</p> <p><a href="#">Phonics Letters and Sounds Phase 1</a></p>	<p><a href="#">DM30-50 Reading Show's awareness of rhyme and alliteration</a> Rhyming card game...match the rhyming word</p> <p><a href="#">DM30-50 Writing Sometimes gives meaning to marks as they draw and paint</a> Recording marks on tick sheet for likes and dislikes. (Linked to PSE)</p> <p><a href="#">Phonics Letters and Sounds Phase 1</a></p>	<p><a href="#">DM30-50 Reading Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</a> Encourage the children to join in with repeating phrases from familiar stories.</p> <p><a href="#">DM30-50 Writing Sometimes ascribes meanings to marks as they draw and paint</a> Finger patterns in the sand. Tracing over letters.</p> <p><a href="#">Phonics Letters and Sounds Phase 1</a></p>

Mathematics	<p><u>Number 30-50mnths</u> <u>Recites numbers in order to 10.</u></p> <p>Maths Meetings. Children to count the children in the group.</p>	<p><u>Number 30-50.</u> <u>Uses some names accurately in play</u> <u>Beginning to represent numbers using fingers, marks on paper or pictures</u></p> <p>Maths Meetings Using fingers and body parts to join in with singing rhymes with numbers. Represent numbers using fingers.</p>	<p><u>Number 30-50.</u> <u>Sometimes matches numeral and quantity correctly</u></p> <p>Maths Meetings Counting out the correct number of objects from a group and matching to the correct numeral.</p>	<p><u>Shape space and measures 30-50</u> <u>Uses shapes appropriately for tasks.</u></p> <p>Maths Meetings Lotto matching shape game. Find the same shape.</p>	<p><u>Shape space and measures 30-50</u> <u>Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements.</u></p> <p>Maths Meetings Problem solving: Using a selection of different food items how are we going to share the food between the children? Children to explore sharing/halving.</p>	<p><u>Number 30-50.</u> <u>Compares two groups of objects saying when they have the same number.</u></p> <p>Maths Meetings Using the plastic foods explore quantity. Introduce the children to language more, less and the same.</p>	<p><u>Shape space and measures 30-50</u> <u>Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements</u></p> <p>Threading beads/making patterns and counting the beads. Supporting 1:1 correspondence.</p>
Understanding of the World	<p><u>People and Communities 30-50</u> <u>Remembers and talks about significant events in their own experience.</u></p> <p>Sharing holiday news with others.</p>	<p><u>People and Communities 30-50</u> <u>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family</u></p> <p>Using mirrors to look at self. Can the children talk about what they see? Colour eyes/hair?</p> <p>Use dressing up to change appearance eg wigs/glasses/masks etc.</p>	<p><u>Technology 30-50</u> <u>Knows that information can be retrieved from computers.</u></p> <p>Support the children with using the Class PC to complete a programme 'Dress Teddy'. Support with using the mouse to control the icon.</p>	<p><u>The World 30-50</u> <u>Talks about why things happen and how things work.</u></p> <p>Using the Dark Tent. Explore the dark using torches and coloured glow sticks. Support the children with using language to describe what they can see and how it makes them feel.</p>	<p><u>People and Communities 30-50</u> <u>Remembers and talks about significant events in their own experience.</u></p> <p>Home learning. Children to keep a food diary for a day. Recording what they had to eat at breakfast/lunch/dinner. Talk about meal times.</p>	<p><u>The World 30-50</u> <u>Developing an understanding of growth, decay and changes over time.</u></p> <p>Make bread with the children. Support the children with moulding the dough into shapes. Children to create their own designs.</p>	<p><u>The World 30-50</u> <u>Developing an understanding of growth, decay and changes over time.</u></p> <p>Explore melting ice. Use language to describe what they see happening.</p>

Physical Development	<p><u>Moving and Handling 30-50</u> Draws lines and circles using gross motor movements.</p> <p>Drawing pictures of holiday news.</p>	<p><u>Moving and Handling 30-50</u> Moves freely with pleasure and confidence in a range of ways.</p> <p>Balancing on different parts of the body. Set up an obstacle course outside in the garden.</p> <p>Use large paper for making large mark making and drawing.</p>	<p><u>Moving and Handling 30-50</u> Moves freely with pleasure and confidence in a range of ways.</p> <p>Using the obstacle course from the previous week... this <u>week</u> one child will be blindfolded and another child will be their guide. They have to listen to each other and give instructions on how to cross the obstacle course.</p>	<p><u>Health and self-care 30-50</u> Understands that equipment and tools have to be used safely.</p> <p>Throughout the week work with small groups of children exploring danger within the setting for example...wet climbing frame, plug sockets, oven, doors (and trapping fingers). Support the children with learning about keeping themselves safe.</p>	<p><u>Moving and Handling 30-50</u> Uses one handed tools and equipment.</p> <p>Following on from staying safe...explain to the children about how to stay safe when using a knife for chopping. Allow the children to cut up fruit using a knife to make a fruit salad.</p>	<p><u>Moving and Handling 30-50</u> Uses one handed tools and equipment.</p> <p>Make smelly playdough with the children...moulding/ cutting/shaping.</p>	<p><u>Moving and Handling 30-50</u> Uses one handed tools and equipment.</p> <p>Children to use fine motor control skills to find marbles in gloop/playdough.</p>
Expressive Arts and Design	<p><u>Being Imaginative Engages in imaginative role play based on own first-hand experience.</u></p> <p>Joining in with role play in the home corner.</p>	<p><u>Exploring and using media and materials 30-50</u> <u>Beginning to be interested in and describe the texture of things.</u></p> <p>Draw around a child and collage using different textured materials.</p>	<p><u>Exploring and using media and materials 30-50</u> <u>Enjoys joining in with dancing and ring games</u></p> <p>Ring Games and Sticky Kids</p>	<p><u>Exploring and using media and materials 30-50</u> <u>Uses various construction materials</u></p> <p>Modelling and assembling using a variety of reclaimed materials. Support the children with describing what they have made and how they made it.</p>	<p><u>Being Imaginative 30-50</u> <u>Engages in imaginative role-play based on own first hand experiences.</u></p> <p>Set up a teddy bears picnic. Children to share food with the teddy's.</p>	<p><u>Exploring and using media and materials 30-50</u> <u>Enjoys joining in with dancing and ring games</u></p> <p>Ring Games and Sticky Kids</p>	<p><u>Exploring and using media and materials 30-50</u> <u>Beginning to be interested in and describe the texture of things.</u></p> <p>Exploring texture. Place different materials inside a bag. Children to feel inside the bag and describe what they feel...soft, hard, bumpy etc.</p>