

# Appletree Gardens First School Medium Term Planning

## Nursery Spring 2 - Once Upon a Time...



### In Communication and Language we will:

#### Listening, Attention & Understanding

- Remain attentive to the end of the book without prompts.
- Listen to other people's ideas and show them respect. (BC)

#### Speaking

- Use back and forth conversations about play.
- Answer why questions.
- Know a few rhymes off by heart. Express preferences for rhymes.

#### FOUNDATION PHONICS - Stage 1:

##### Aspect 4 - Rhythm and Rhyme:

- Experience and appreciate rhythm and rhyme
- Develop awareness of rhythm and rhyme in speech
- Increase awareness of words that rhyme and develop knowledge about rhyme
- Talk about words that rhyme and produce rhyming words

**Aspect 4 - Explore and celebrate Nursery Rhymes and rhyming stories.**

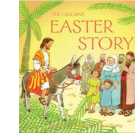
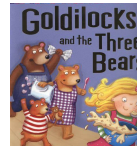
**Aspect 5 - 'Drip feed' hearing initial sounds by regularly bouncing or stretching the sounds at the beginning of words and the children's names. Explore alliteration in children's literature.**

**Aspect 7 - 'Drip feed' exploring, recognising, clapping and comparing syllables in words and names. Start to model oral segmenting and blending during the register and small group times.**

#### Key Vocabulary

what, talk, speak, listen, share, conversation, rhyme, sound, hear

### Which books will help children secure and think more deeply about the knowledge in this block?



### In Literacy we will:

#### Comprehension

- Remain engaged from the beginning to the end of longer books.
- Answer closed questions as a book is being shared.
- Join in sections of familiar rhymes with all actions.

#### Word Reading

- Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story.
- Recognise a few examples of environmental print such as shop logos and food labels.

#### Writing

- Make continuous linear marks and other effects with hands and tools on a range of scales.
- Can build their name using basic resources, e.g. magnetic letters.
- Gives meaning to the marks they make.

#### Key Vocabulary

Who, What, Where, When, story, character, page, read, write, draw, choices, scared, mean, kind

### In Physical Development we will:

#### Gross Motor Skills

- Drive tricycles by pedalling.
- With an adult's hand, travel above floor height by walking or crawling.
- Take own coat off and put it on.

#### Fine Motor Skills

- Using pincer movements to pick up small items or nip and shape malleable materials.
- Post and thread.
- Imitate a tooth brushing routine.
- Build and explore with 'fiddly' construction kits (e.g. Lego, Duplo)

#### P.E Move With Zip Active - If You Go Down to the Woods Today Unit

- Agility - jumping, leaping & hopping with control, travelling at different levels and rolling the body
- Balance - body control & core stability, dynamic balance
- Coordination & control - fine motor skill development, gripping with hand

#### Squiggle While You Wiggle:

- Practise making marks using a variety of tools.
- Draw single circles, lines and humps.
- Continue to practise anti-clockwise circles and re-tracing single lines.

#### Key Vocabulary

Walk, run, jump, hop, high, low, move, climb, throw, catch, kick, swing, spin, roll, cut, snip, build, balance,

### In Personal, Social & Emotional Development we will:

#### Self-Regulation

- Develop ways to calm themselves and use these with adult support.

#### Managing Self

- Follow very simple rules to stay safe in school and the wider community.
- Spontaneously take turns.
- Choose the tools and materials they need to achieve a goal.

#### Building Relationships

- Join in with simple discussions with an adult about how to make things fair.

#### Key Vocabulary

Rules, respect, listen, calm, feeling, family, friends, think, kind, healthy

### In Mathematics we will:

#### Number / Numerical Patterns

- Solve everyday problems with numbers up to 5.
- Verbally count beyond 5.
- Compare quantities using language: 'more than', 'fewer than'

#### Shape, Space & Measures

- Ascribe meaning to 3D shapes when building, according to their properties.
- Process language to fill and empty containers.
- Process language to create structures or arrangements longer, shorter, taller, wider than mine.
- Describe patterns on resources and in the environment

### In Understanding the World we will:

#### Past and Present

#### People, Culture and Communities

- Show interest in different occupations, through role play, stories and sharing personal experiences, my mummy is a doctor and she helps make people better.

#### The Natural World

- Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work.

#### Technology

- I can use a range of digital equipment and understand its uses.
- Operate mechanical toys.
- I can explore water play using a range of resources (low technology - water

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<p><b><u>JIGSAW 4 - Healthy Me:</u></b></p> <ol style="list-style-type: none"> <li>1. Know the names for some parts of their body and are starting to understand that they need to be active to be healthy.</li> <li>2. Can tell you some of the things they need to do to be healthy.</li> <li>3. Know what the word 'healthy' means and that some foods are healthier than others.</li> <li>4. Know how to help themselves go to sleep and that sleep is good for them.</li> <li>5. Can wash hands and know it is important to do this before they eat and after going to the toilet.</li> <li>6. Know what to do if they get lost and how to say NO to strangers.</li> </ol>	<p>using everyday language or regularity and repetition to describe features.</p> <ul style="list-style-type: none"> <li>● Describe a familiar route.</li> <li>● Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul> <p><b><u>Key Vocabulary</u></b> Subatise, count, compare, size, how many, how much, big, small, tall, little.</p> <p><b><u>NUMBER TALK FOCUS:</u></b> <b>Shared Thinking / Shared Visualising / Shared Modelling / Shared Strategies</b></p>	<p>and washing).</p> <ul style="list-style-type: none"> <li>● I can use simple equipment.</li> <li>● I am interested in technological toys.</li> <li>● I can show skill when making toys work.</li> <li>● I know that information can be received from digital devices.</li> <li>● I can play with a range of materials to learn cause and effect.</li> <li>● I know how to use a range of technology safely.</li> </ul> <p><b><u>Key Vocabulary</u></b> Family, baby, history, plant, animal, grow, adult, grandparent, past, present, future, yesterday, today, tomorrow</p>
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<p><b><u>In Expressive Arts and Design we will:</u></b></p> <p><b><u>Creating with Materials</u></b></p> <ul style="list-style-type: none"> <li>● Join materials for a purpose.</li> <li>● Explore joins that create moving parts.</li> <li>● Use mark making tools to make a range of enclosed shapes.</li> </ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <ul style="list-style-type: none"> <li>● Use a wider range of objects as props in spontaneous storytelling.</li> <li>● Create original stories with small world figures.</li> <li>● Accurately match environmental sounds to pictures.</li> </ul> <p><b><u>Key Vocabulary</u></b> Draw, paint, colour, what, explain, sing, song, nursery rhyme, dance, actions, move, pretend</p>	<p><b><u>How will we enhance our curriculum with FOREST SCHOOL:</u></b></p> <ul style="list-style-type: none"> <li>● Use nature's treasures to continue to develop further understanding of nocturnal animals (owls) and seasonal change</li> <li>● To use one handed tools</li> <li>● Use observational tools such as binoculars and magnifying glasses</li> <li>● To develop awareness of the world around them</li> <li>● Make marks with a wide range of tools and grips.</li> <li>● Take risks and problem solve</li> <li>● Look at nature books and compare what they see and find</li> <li>● use 'plan - do - review' to develop language skills</li> <li>● Ch take care of themselves and manage feelings and show respect for others and nature</li> </ul> <p><b><u>Key Vocabulary</u></b> - size, colour, texture, seasons, festivals, observing</p>	<p><b><u>How will we enhance our continuous provision to extend learning through independent enquiry?</u></b></p> <ul style="list-style-type: none"> <li>● Reading area - photocopy book covers and stick onto shelves so children know where books live.</li> <li>● Three Bears Cottage in the garden to extend story telling and role playing outdoors.</li> <li>● Build on the children's ideas from last half term by adding a shop section into the maths area outdoors - develop this with the children.</li> <li>● Role Play Baby Clinic - developing pretend play, thinking about jobs and taking care of ourselves, everyday scientific language and skills, as well as mark making.</li> <li>● Develop an interactive history display to build on the children's prior learning around personal history and families. Include timeline from baby to elderly.</li> </ul> <p><b>KEY VOCABULARY</b> - Displayed around Nursery to ensure consistency from adults when playing and modelling with the children.</p>
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<p><b><u>We will involve our families in our learning by:</u></b></p> <ul style="list-style-type: none"> <li>● Continue Nursery Story Sacks - consider sharing some good examples on Seesaw to give other families ideas.</li> <li>● Open communication every morning and afternoon at the Nursery door.</li> <li>● Seesaw - Sharing learning in school, providing ideas for consolidating learning at home, Email facility with parents.</li> <li>● Asking families to share info via Seesaw linked to their celebrations and special times.</li> </ul>	<p><b><u>The strategies to support our most vulnerable learners are:</u></b></p> <ul style="list-style-type: none"> <li>● 'Donut Planning' - Use to target speaking and listening skills.</li> </ul> <div style="background-color: black; width: 100%; height: 150px; margin-top: 10px;"></div>	<p><b><u>Which visits, visitors and experiences will we organise to help secure children's knowledge:</u></b></p> <ul style="list-style-type: none"> <li>● Reading week - WK1 - Parents invited for Story Time.</li> <li>● Forest School Stay and Play - WK2</li> <li>● Mother's Day Planting - WK3</li> </ul>
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Spring 2 - Week	WK 1 - 27.2.23	WK 2 - 6.3.23	WK 3 - 13.3.23	WK 4 - 20.3.23	WK 5 - 27.3.23
Theme	Goldilocks	Goldilocks	Three Little Pigs	Three Little Pigs	Easter
Details	World Book Week World Book Day - Thurs 2nd Teddy Bear's Picnic - Thurs 2nd	Porridge making	SCIENCE WEEK Mother's Day - Sun 19th Thursday Potting plants and fire pit	World Poetry Day - Tues 21 (Eco poem theme)	World of Work Egg Hunt
Parents	<b>Wed 1 March:</b> Reading to children	<b>Friday 10th March:</b> Parents Forest School Stay and Play (+ wheelbarrows!)	<b>Thurs 16 &amp; Fri 17 March:</b> Mother's Day Planting session and fire pit.		
JIGSAW	Know the names for some parts of their body and are starting to understand that they need to be active to be healthy.	Can tell you some of the things they need to do to be healthy.	Know what the word 'healthy' means and that some foods are healthier than others.	Know how to help themselves go to sleep and that sleep is good for them.	Can wash hands and know it is important to do this before they eat and after going to the toilet. Know what to do if they get lost and how to say NO to strangers.
Phonics	Syllables, Rhyme and Oral Blending	Syllables, Rhyme and Alliteration	Syllables, Rhyme and Oral Blending	Syllables, Rhyme and Alliteration	Syllables, Rhyme and Oral Blending
Maths	5 Little Ducks Comparing Sizes	5 Little Ducks	Subatising		
D&T	Bear with moving arms & legs	Build a chair for a bear	Build homes for the pigs Mother's Day cards - marbling	Homes continued Wolf with moving eyes	Peek-a-boo Easter cards Easter cards
Michelle	Support Emma	Support Emma	Isn't it funny how a bear likes honey game Green	Isn't it funny how a bear likes honey game Blue	Isn't it funny how a bear likes honey game Red
Library Amy Sprott	1: Red group a.m 2 Red P.M	1: Green Group 2: Blue group	1 Red group a.m 2 Red P.M	1: Green Group 2: Blue group	Easter story pack and homework to go home. AS to do cooking too. Healthy easter skewer snack AM
Cooking Emma	Sandwiches for Teddy Bears Picnic Red AM Red and Green PM	Porridge blue AM Red Green PM	Green Bear mini pizza PM Blue AM	Red Bear mini pizza AM Red PM	Healthy easter skewer snack AM Healthy easter skewer snack AM and PM
Forest school R 3 Jane - Th	<b>Plan - do- review</b> Developing above skills and play based C&L skills	<b>Plan - do- review</b> Developing above skills and play based C&L skills	<b>Plan - do- review</b> Developing above skills and play based C&L skills *Mothers day bulb planting and	<b>Plan - do- review</b> Developing above skills and play based C&L skills	<b>Plan - do- review</b> Developing above skills and play based C&L skills *Easter egg hunt

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			fire pit session		
<b>Forest School Friday</b>	<b>Plan - do- review</b> Developing above skills and play based C&L skills	Parents play and stay	Mother's day bulb planting and firepit session	STEM week - How waterproof is teddies house. Using different properties to see what would keep him dry.	<b>Plan - do- review</b> Developing above skills and play based C&L skills *Easter egg hunt
<b>Home/School Links</b>					
	Maths Challenge:			Phonics Game:	