

Appletree Gardens First School Medium Term Planning

Nursery Summer 1 - Mad About Minibeasts



In Communication and Language we will:

Listening, Attention & Understanding

- Comment on or answer questions about illustrations.
- Ask and answer why questions.
- Practise our listening by being a Talk Partner.

Speaking

- Use talk to organise play, assigning roles, directing others, choosing resources.
- Join in with very familiar repeated sections in books.
- Know a range of rhymes and can express preferences.

Foundation Phonics - Stage 1:

Aspect 5 - Alliteration:

- Develop understanding of alliteration
- Listen to sounds at the beginning of words and hear the differences between them
- Explore how different sounds are articulated

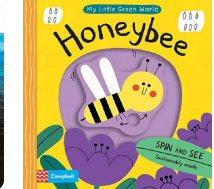
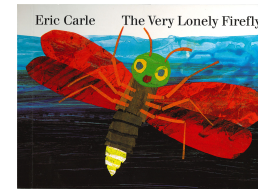
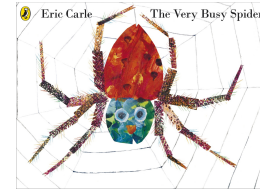
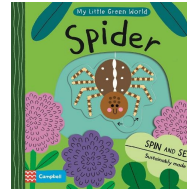
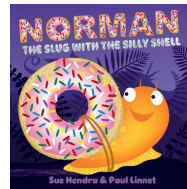
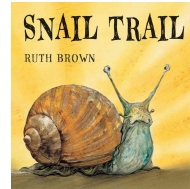
Aspect 4 - Explore and celebrate Nursery Rhymes and rhyming stories.

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

- Locate familiar books within a larger collection.
- Answer how or why questions about a book.
- Make connections between stories and rhymes.
- Begin to participate in the repetitive features of very familiar books.
- Suggest what might happen next from memory.
- Know a few complete rhymes off by heart.

Word Reading

- Recognise further examples of environmental print from the immediate locality.

Writing

- Create a range of marks with different tools and talk about their purpose.
- Make marks, including strings of symbols for others and ascribe meaning to them.
- Write some letters in their name.
- Demonstrate a hand preference.

Key Vocabulary

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

In Physical Development we will:

Gross Motor Skills

- Run at speed negotiating obstacles.
- Travel above floor height by slowing and controlling movement.
- run, swing, jump. hop, balance, crawl, pour, dig, transport (FS)

Fine Motor Skills

- Weave materials into frames.
- Thread and wrap materials.
- Follow a tooth brushing routine.
- Attempt some very simple fastenings when helping an adult with dressing and undressing.
- Develop techniques for working simple mechanisms.

P.E Move With Zip Active - Time to Travel:

- Agility - travelling in different directions, spinning, tiptoeing, sitting, turning
- Balance - core stability & dynamic balance
- Coordination & control - throwing & catching, tapping an object with control

Squiggle While You Wiggle:

- Practise making marks using a variety of tools.
- Re-visit 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

- Accept simple resolutions suggested by adults and move on with play.
- Use self calming spontaneously.

Managing Self

- Follow rules without reminders.

Building Relationships

- Listen and talk to special visitors to the setting.
- Contribute to decisions about room layout and resources.
- Use play with another child to extend and elaborate ideas.
- Carry out simple tasks requested to help someone else

In Mathematics we will:

Number / Numerical Patterns

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- Link numerals to sets of 1, 2 or 3.
- Verbally count to 10.
- Recognise numerals 0-5.

Shape, Space & Measures

- Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty
- Compare lengths by aligning and accurately identify longer, taller and shorter.
- Process and use positional vocabulary accurately when describing book illustrations.
- Continue an ABAB linear pattern with everyday objects.

In Understanding the World we will:

Past and Present

- Talk about my personal family history - parents and grandparents.
- Begin to make sense of their own life-story and family's history.
- Eid - who celebrates this in our class/community?

People, Culture and Communities

The Natural World

- Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings.
- Plant seeds and care for growing plants. Lavender, herbs, sunflowers
- Work alongside adults imitating their actions as they care for living things. Narrate, a stage at a time, the way a growing plant or animal is changing.

Technology

- I can use a range of digital equipment and understand its uses.

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<ul style="list-style-type: none"> Use a small range of adjectives to describe the emotions of story characters and friends. <p>JIGSAW 5 - Relationships:</p> <ol style="list-style-type: none"> 1. Can tell you about their family. 2. They understand how to make friends if lonely. 3. Can tell you some of the things they like about their friends. 4. They know what to say and do if somebody is mean to them. 5. They can use Calm Me time to manage their feelings. 6. They can work together and enjoy being with Their friends. <p>Key Vocabulary Rules, respect, listen, calm, feeling, family, friends, think, kind, healthy</p>	<ul style="list-style-type: none"> Talk about things that have happened in the past. Talk about changes in the weather linked to the seasons. <p>Key Vocabulary Subatise, count, compare, size, how many, how much, big, small, tall, little.</p> <p>NUMBER TALK FOCUS: Shared Thinking / Shared Visualising / Shared Modelling / Shared Strategies</p>	<ul style="list-style-type: none"> I can explore water play using a range of resources (low technology - water and washing). I can use simple equipment. I am interested in technological toys. I can show skill when making toys work. I know that information can be received from digital devices. I can play with a range of materials to learn cause and effect. I know how to use a range of technology safely. <p>Key Vocabulary Family, baby, history, plant, animal, grow, adult, grandparent, past, present, future, yesterday, today, tomorrow</p>
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<p>In Expressive Arts and Design we will:</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Join materials in a range of ways to make things for a purpose. Use mark making tools with control to add detail to shapes Use simple rolling and coiling techniques with a range of materials, e.g. paper, dough, clay. Use natural materials to design foods in mud kitchen, or to make mini beasts using sticks/leaves/mud <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Speak in role in simple story telling. Plays instruments with increasing control to express their feelings and ideas. <p>Key Vocabulary Draw, paint, colour, what, explain, sing, song, nursery rhyme, dance, actions, move, pretend</p>	<p>How will we enhance our curriculum with FOREST SCHOOL:</p> <ul style="list-style-type: none"> Close observations of mini beasts with magnifying glasses/ipads Cameras to capture mini beasts Make bug hotel Plant bee and butterfly flowers (school project) Look closely at lavender (bee plant) Spider web hunt. Look closely at patterns (walter's wonderful web) Read/share fiction and nonfiction books Use natural materials to make mini beast inspired art <p>Key Vocabulary Coil, buzz, busy, spin, slide, slime, hide, protect</p>	<p>How will we enhance our continuous provision to extend learning through independent enquiry?</p> <ul style="list-style-type: none"> Reading area - photocopy book covers and stick onto shelves so children know where books live. 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. Role Play <p>KEY VOCABULARY - Displayed around Nursery to ensure consistency from adults when playing and modelling with the children.</p>
<p>We will involve our families in our learning by:</p> <ul style="list-style-type: none"> Home Learning Tasks Open communication every morning and afternoon at the Nursery door. Seesaw - Sharing learning in school, providing ideas for consolidating learning at home, Email facility with parents. Asking families to share info via Seesaw linked to their celebrations and special times. 	<p>The strategies to support our most vulnerable learners are:</p> <ul style="list-style-type: none"> 'Donut Planning' - Use to target speaking and listening skills. SALT Referrals completed for: [REDACTED] <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>Which visits, visitors and experiences will we organise to help secure children's knowledge:</p> <ul style="list-style-type: none"> Trip to Monkseaton Library Forest School Stay and Play Ugly Bug Ball Party? King's Coronation events

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Summer 1	WK 1 - 17.4.23	WK 2 - 24.4.23	WK 3 - 1.5.23	WK 4 - 8.5.23	WK 5 - 15.5.23	WK6 - 22.5.23
Story	Snail Trail	Norman the Slug	My Little Green World - Spiders	The Very Busy Spider	The Very Lonely Firefly	My Little Green World - Bees
Details	Giant bugs around nursery to introduce the topic		Mon - Bank Holiday	Mon - Coronation Bank Holiday	Science Task - Light Sources	
Parents			Thursday 4th May			Trip to Monk'ton Library
JIGSAW - Relationships	Can tell you about their family.	They can use Calm Me time to manage their feelings. (Swap from wk5)	Can tell you some of the things they like about their friends.	They know what to say and do if somebody is mean to them.	They understand how to make friends if lonely. (Swap from wk2)	They can work together and enjoy being with Their friends.
Phonics	Syllables, Rhyme and Oral Blending	Syllables, Rhyme and Alliteration	Syllables, Rhyme and Oral Blending	Syllables, Rhyme and Alliteration	Syllables, Rhyme, Oral Blending and initial sounds	Syllables, oral blending and initial sounds
Maths	5 Little Ducks Comparing Sizes	5 Little Ducks	Subatising	Counting to 8 - legs on a spider	subitising	subitising
Art / D&T	<ul style="list-style-type: none"> Coiling paper snails. Salt dough snail spirals 	<ul style="list-style-type: none"> Painting dough snails Mixed media names 	<ul style="list-style-type: none"> Collage spiders 	<ul style="list-style-type: none"> Busy movement - slow / fast, outdoors 	<ul style="list-style-type: none"> Light and Dark - Sunshine and Starlight 	<ul style="list-style-type: none"> Collage flowers for the bees
Gardening Michelle	Eid al Fitr biscuits 1; Green am 2; Red am	Blue - Tomatoes Taste test. Look at seeds, dissect and taste veg. R and G group to taste and look at Tomatoes at snack time.	Parents to come in and make crowns Time options for parents 9-9:30am* 11-11:30am*	Green - Cucumber Taste test. Look at seeds, dissect veg and taste. R and B group to taste and look at cucumber at snack time.	Red - Peppers Taste test. Look at seeds, dissect veg and taste. B and G group to taste and look at peppers at snack time.	aLL ch: Look at lavender. Talk about the herb. helps to calm and protect us. ch to smell the lavender and help plant/or make lavender craft (depending on supply)
Library Amy Sprott	1: Red group a.m 2 Red P.M	1: Green Group 2: Blue group	12:30-1pm 2:30 - 3pm*	1 Red group a.m 2 Red P.M	1: Green Group 2: Blue group	All groups. Read a Bee story. TALK THROUGH h/w SHEET
Cooking Emma	Eid al Fitr biscuits 1; Blue am 2; Red PM	Red AM PM Garlic bread made using our home grown wild garlic	*timings for R3	Garlic bread made using our home grown wild garlic Blue AM Green PM	Honey on toast over fire pit	Look at bee hive pictures. Where do we get honey from? Look and taste honey. Cloudy and runny.

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Forest school R 3 Jane - Th	Plan - do- review Developing above skills and play based C&L skills	Plan - do- review Developing above skills and play based C&L skills	Plan - do- review Developing above skills and play based C&L skills	Plan - do- review Developing above skills and play based C&L skills	Plan - do- review Developing above skills and play based C&L skills	Plan - do- review Developing above skills and play based C&L skills
Forest School Friday	Plan - do- review Developing play based C&L skills <i>Snail using cheerios on pipe cleaners- coiled into shell shape.</i>	Plan - do- review Developing play based C&L skills <i>Clay snail with pulses shell</i>	Plan - do- review Developing play based C&L skills <i>Conker rolling spider webs</i>	Plan - do- review Developing play based C&L skills <i>Mud spiders</i>	Plan - do- review Developing above skills and play based C&L skills <i>Fire-pit session today</i>	Plan - do- review Developing above skills and play based C&L skills <i>**Pine cone bees</i>
Home/School Links	Story map of journey to school	Phonics game	Drawing spiders	Practise Busy Spider story map	Finding light sources	

