



Appletree Gardens First School Medium Term Planning

Nursery Summer A - Creatures, Shoots & Muddy Boots



<p><u>In Literacy we will:</u></p> <p>Word Reading:</p> <ul style="list-style-type: none"> Recognise a few examples of environmental print such as shop logos and food labels. Recognise own name without a matching picture. <p>Comprehension - Story Time / Talk for Writing:</p> <ul style="list-style-type: none"> Locate familiar books within a larger collection. Answer how or why questions about a book. Begin to participate in the repetitive features of familiar books. Suggest what might happen next from memory. Know a few complete rhymes off by heart. Comment on or answer questions about illustrations. Answer questions, make predictions and share opinions. Use Story Maps to help us learn stories. <p>Writing:</p> <ul style="list-style-type: none"> Create a range of marks and talk about their purpose. Make marks, including strings of symbols for others and ascribe meaning to them. Write some letters in their name. <p>Phonics - Phase 1:</p> <ul style="list-style-type: none"> Aspect 4: Explore rhythm and rhyme. Aspect 5: Hearing and identifying syllables in words. Aspect 6: Voice Sounds. Aspect 7: Oral blending and segmenting. <p><u>Key Vocabulary</u> Who, What, Why, Where, When, How, name, shop, sign, label, write</p>	<p><u>In Communication and Language we will:</u></p> <ul style="list-style-type: none"> Use talk to organise play, assigning roles, directing others, choosing resources. Ask and answer why questions. Know a range of rhymes and can express preferences. <p>Small Group Time:</p> <ul style="list-style-type: none"> Follow adult cues to listen. Know behaviours for successful listening. Share our own ideas with peers and adults. <p>Planning for C.I. Activities:</p> <ul style="list-style-type: none"> Choose what resources we would like to play with. Plan and recall at Snack Time, answering questions about our choices and preferences. <p>Talk for Writing:</p> <ul style="list-style-type: none"> Make up stories with story cards. <p><u>Key Vocabulary</u> Who, where, what, why, when, how, Stop, look, listen, quiet, talking, days of the week, weather, how many girls / boys</p>	<p><u>In Physical Development we will:</u></p> <ul style="list-style-type: none"> Thread, weave 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. Continue to practise pencil control and pencil grip - working towards a tripod grip. <p>Squiggle While You Wiggle:</p> <ul style="list-style-type: none"> 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. <p>Forest School:</p> <ul style="list-style-type: none"> Develop our gross motor skills through core strength, stability, balance, spatial awareness, coordination and agility. <p><u>P.E Move With Zip Active - Farmyard Fun Unit</u></p> <ul style="list-style-type: none"> Agility - travelling at different speeds Agility - jumping, stepping, leaping, crawling Balance - core stability, static balance, balance on one leg, Coordination & control - controlling an object with hands / feet Coordination & control - rolling an object <p><u>Key Vocabulary</u> Snip, cut, push/pull, carry, bend, heavy/light, step over, walk, run, jump, hop, steady, slow/fast, controlled.</p>
<p><u>In Personal, Social & Emotional Development we will:</u></p> <ul style="list-style-type: none"> Follow rules without reminders. 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. Accept simple resolutions by adults and move on with play. Use self calming spontaneously. Carry out simple tasks requested to help someone else. Use a small range of adjectives to describe the emotions of story characters and friends, making links to Colour Monster. <p><u>JIGSAW 5 - Relationships:</u></p> <ol style="list-style-type: none"> Talk about our families. Understand how to make friends if we feel lonely. Tell you some of the things we like about our friends. Know what to say and do if somebody is mean to us. Use Calm Me time to manage our feelings. Work together and enjoy being with our friends. <p><u>Key Vocabulary</u> Rules, respect, listen, calm, breathing, feeling, family, friends</p>	<p><u>In Mathematics we will:</u></p> <ul style="list-style-type: none"> Continue to practise Subatising Sing number rhymes to reinforce numbers 1-5. Solve everyday problems with numbers up to 5. Talk about 3D shapes when building, according to their properties. Link numerals to sets of 1, 2 or 3. 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. Talk about things that have happened in the past. Verbally count to 10. <p>Practise our maths skills in Real Life: In cookery, gardening and Forest School sessions linked to capacity, size, measuring, counting.</p> <p><u>Key Vocabulary</u> Subatise, count, compare, pattern, where, size, how much, how many</p>	<p><u>In Understanding the World we will:</u></p> <ul style="list-style-type: none"> Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings. Talk about the differences between materials and note changes. Name family members in photographs. Recognise self in baby photographs and relate simple family stories about babyhood. <p>Through Forest School & Gardening:</p> <ul style="list-style-type: none"> Plant seeds and care for growing plants. 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. <p>Gardening Club:</p> <ul style="list-style-type: none"> Planting a variety of vegetables. Work alongside adults imitating their actions as they care for living things in our weekly preferences. <p>Forest School:</p> <ul style="list-style-type: none"> Talk about what we see, using a wide vocabulary. Collect materials for a particular purpose and explain. <p><u>Key Vocabulary</u> Family, baby, past, plant, animal, grow, baby, adult</p>



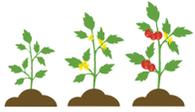
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<p><u>In Expressive Arts and Design we will:</u></p> <ul style="list-style-type: none"> • Speak in role in simple story telling. • Join materials in a range of ways to make things for a purpose. • Use mark making tools with control to add detail to shapes. • Plays instruments with increasing control to express their feelings and ideas. • Thread, weave and wrap materials to express our ideas. <p>Story-Telling Skills:</p> <ul style="list-style-type: none"> • Playing with small world props to enhance their story experiences - The Very Busy Spider and Superworm. • Using Story Cards to make up stories. • Develop story vocab when playing with small world toys. <p><u>Key Vocabulary</u> Leaf, pine cone, manipulate, stick, create, story, ideas, pretend, imagine, artist, artwork, cards</p>	<p><u>How will we enhance our curriculum with Forest School:</u></p> <ul style="list-style-type: none"> • Talk about the differences between minibeasts and note changes. • Talk about what we see, using a wide vocabulary. • Collect materials for a particular purpose and explain. • foster relationships with nature through CIP play, exploration, observations and adult led tasks. • Listen to stories and join in with 'minibeast' songs • use loose parts as props for telling stories or building number/counting games in play. • compare minibeasts by size and length developing mathematical language • use sticks in the soil or brushes in muddy puddles to create marks, write name, maps etc • Follow our blossom code 	<p><u>How will we enhance our continuous provision to extend learning through independent enquiry?</u></p> <ul style="list-style-type: none"> • Ensure skills from small group time activities are readily available in the provision to enable children to practise and embed skills. • Adapt outdoor area based on children's ideas from last half term - outdoor kitchen moved to centre and accessible for water, barn turned into quiet space for mark making and reading. • Provide blank story maps for the children to start drawing their own stories, as well as laminated blank maps to use with practical resources. • Create shop role play area to display familiar logos and print and to encourage meaningful mark making.
<p><u>We will involve our families in our learning by:</u></p> <ul style="list-style-type: none"> • Celebrating reading by relaunching our Nursery Library and shifting the focus of weekly home tasks to support this. • 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. • Family Forest School session in the BIG Forest School Area on the field - invite parents. 	<p><u>The strategies to support our most vulnerable learners are:</u></p> <p>Interventions for:</p> <ul style="list-style-type: none"> • Sensory for DA - bag, feedback activities including pilates peanut and body board in hall, water play. • Calm time for MS - sensory bag, Colour Monster resources, 1:1 carpet support • Introduce Small Group Time in Ext/Core and Core/Supp groupings to enable key skills to become embedded with the Core/Supp group. • Use 'Donut Planning' to target key areas of concern, identify children who need intervention / co-play. 	<p><u>Which visits, visitors and experiences will we organise to help secure children's knowledge:</u></p> <ul style="list-style-type: none"> • Forest School session with parents in the new big area. • Planning and preparing a Party at the Palace for the Jubilee week!

Weekly Theme/Topics:

Week 1 - 25.4	Week 2 - 2.5	Week 3 - 9.5	Week 4 - 16.3	Week 5 - 23.5
<p>Story - The Very Busy Spider JIGSAW - You family Threading - Spiders webs FS: Incy Wincy songs - dandelion spider prints with black paint Gardening: Sunflowers</p>	<p>Story - Spider Non Fiction JIGSAW - Understand how to make friends 6.5 - Earth Day, Geography take over day Weaving on large scale - Spiders webs FS: Mud tree spiders Gardening: Mint (tummy herb)</p>	<p>Story - Superworm JIGSAW - What do you like about your friends? Wrapping - Worms FS: bird feeder worms Gardening: Lavender - sleepy herb</p>	<p>Story - Worm Non Fiction JIGSAW - They know what to do if somebody is mean. They can use Calm Me time to manage their feelings. Wrapping - Worms FS: super worm Gardening: basil - Fights Depression</p>	<p>Queen's Jubilee Week Party at the Palace Story - Non-fiction JIGSAW - They can work together and enjoy being with their friends. Family Jubilee Picnic - 26.5.22</p>

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