

Appletree Gardens First School Medium Term Planning

Nursery Spring 1 - Winter Wonders



In Communication and Language we will:

Listening, Attention & Understanding

- Anticipate the ending of familiar books.

Speaking

- Begin to engage in simple dialogue about play.
- Continue to develop pretend play, sharing ideas through talking.
- Join in with longer sections of favourite rhymes – some lines, words and actions. Show pleasure in favourite elements of rhymes.

FOUNDATION PHONICS:

Aspect 6 - Voice Sounds:

- Distinguish between the differences in vocal sounds
- Explore speech sounds
- Talk about the different sounds that we can make with our voices
- Use their voice to make sounds that copy the environmental sounds they hear, e.g. chugging trains, car sounds, ticking clocks, animal sounds etc.

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 & 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

- Name pertinent features in book illustrations as a story is being shared.
- Remain engaged from the beginning to end of short books.
- Select books independently and locate aspects of interest within the pages.

Word Reading

- Turn the pages of books from beginning to end, noting items of interest along the way.
- Distinguish between the text and the illustrations.
- Understands that print has meaning.
- Recognise initial letters in name.

Writing

- Focus on marks as they are being created by a range of tools, often ascribing meaning to them.
- Start to use some repeated marks in mark making - e.g. lines and circles.

Key Vocabulary

Who, What, Where, When, like, favourite, story, rhyme, name, letter, sound

In Physical Development we will:

Gross Motor Skills

- Bowl, roll, chase and collect resources, e.g. balls, tyres and barrels.
- Copy all aspects of whole body action rhymes and challenges.

Fine Motor Skills

- Make marks with different size pens
- Can use scissors with more control for cutting straight lines.

P.E Move With Zip Active - Farmyard Fun Unit

- Agility - travelling at different speeds, jumping, stepping, leaping, crawling.
- Balance - core stability, static balance, balance on one leg.
- Coordination & control - controlling an object with hands / feet, rolling an object

Suiggle While You Wiggle:

- Use large movements to create shapes.
- Practise making these shapes on a smaller scale and with mark making tools.
- Practise making marks with more control and with our favourite / dominant hand.
- Draw single circles and lines.
- Introduce re-tracing 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

- Take turns with verbal prompts from adults to pass over equipment.

Managing Self

- Follow rules with simple verbal prompts or visual reminders.
- Choose and locate the resources they need to achieve a goal.
- Use the toilet independently, managing clothing and washing hands without a reminder.
- Follow simple classroom routines (BC)

Building Relationships

- Help new children by directing them towards activities and resources and solving simple practical tasks for them.
- Be polite and say please and thank you (BC)

JIGSAW 3 - Dreams and Goals

1. Understand what a challenge means.
2. Keep trying until they achieve something.
3. Can set a goal and work towards it.
4. Know some kind words to encourage people with.
5. Can start to think about the jobs they might like to do when they're older.
6. Feel proud when they achieve a goal.

Key Vocabulary

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

In Mathematics we will:

Number / Numerical Patterns

- Subitise within 3.
- Show sets on fingers within 5.
- Recognise numerals 0-3.

Shape, Space & Measures

- Process and use positional vocabulary accurately in small world scenes and when building.
- Arrange 2D shapes, narrating choices with informal descriptions of properties.
- Use everyday language to compare size.

Practise our maths skills in Real Life: In cookery, gardening and Forest School sessions linked to capacity, size, measuring, counting.

Key Vocabulary

Subatise, count, compare, size, how many, how much,

NUMBER TALK FOCUS:

Shared Thinking / Shared Visualising /
Shared Modelling / Shared Strategies

In Understanding the World we will:

Past and Present

- Think about and share ideas linked to past, present and future events in Nursery.

People, Culture and Communities

- Can start to think about the jobs they might like to do when they're older.

The Natural World

- Collect materials for a particular purpose and explain.
- Plant seeds and care for growing plants.

Technology

- 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.

Key Vocabulary

Family, baby, history, plant, animal, grow, adult, grandparent
TIMELINE - past, present, future, yesterday, today, tomorrow

Appletree Gardens First School Medium Term Planning

Nursery Spring 1 - Winter Wonders

<p><u>In Expressive Arts and Design we will:</u></p> <p>Creating with Materials</p> <ul style="list-style-type: none"> ● Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end. ● Use materials for a purpose. ● Use natural material in FS to make a variety of owls using different skills ● Use mark making tools to make enclosed shapes. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> ● Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping. ● Use figures from familiar stories and films to recreate short episodes. ● Explore a range of instruments appropriately. <p>Key Vocabulary Draw, paint, colour, what, explain, sing, song, nursery rhyme, dance, actions, move, pretend</p>	<p><u>How will we enhance our curriculum with FOREST SCHOOL:</u></p> <ul style="list-style-type: none"> ● Use nature's treasures to continue to develop further understanding of nocturnal animals (owls) and seasonal change ● To use one handed tools ● Use observational tools such as binoculars and magnifying glasses ● To develop awareness of the world around them ● Make marks with a wide range of tools and grips. ● Take risks and problem solve ● Look at nature books and compare what they see and find ● use 'plan - do - review' to develop language skills ● Ch take care of themselves and manage feelings and show respect for others and nature <p>Key Vocabulary - size, colour, texture, seasons, weather, festivals, birds, owls, birdsong, listening, observing</p>	<p><u>How will we enhance our continuous provision to extend learning through independent enquiry?</u></p> <ul style="list-style-type: none"> ● Reading area - photocopy book covers and stick onto shelves so children know where books live. ● Books that feature birds, hibernation and winter across provision. ● Move role play area to green carpet so children have more space to play, they won't block the walkway and there are open links to Mark Making area. ● Role Play shop - developing pretend play, everyday mathematical language and skills, as well as mark making. ● Develop an interactive history display to build on the children's prior learning around personal history and families. Include timeline from baby to elderly. Add to it with ideas from the children. Range of linked texts. Develop a past / present / future timeline to document key events in Nursery. <p>.KEY VOCABULARY - Displayed around Nursery to ensure consistency from adults when playing and modelling with the children.</p>
<p><u>We will involve our families in our learning by:</u></p> <ul style="list-style-type: none"> ● Introduce Nursery Library - consider sharing some good examples on Seesaw to give other families ideas. ● 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><u>The strategies to support our most vulnerable learners are:</u></p> <div style="background-color: black; width: 100%; height: 100%; min-height: 150px;"></div>	<p><u>Which visits, visitors and experiences will we organise to help secure children's knowledge:</u></p> <ul style="list-style-type: none"> ● Stay and Play parent session - WRITING focus - Dough Disco and Squiggle While You Wiggle ● Chinese New Year - new family? Invite parents in?

Appletree Gardens First School Medium Term Planning

Nursery Spring 1 - Winter Wonders

Spring 1 - Week	WK 1 - 9.1.23	WK 2 - 16.1.23	WK 3 - 23.1.23	WK 4 - 30.1.23	WK 5 - 6.2.23	WK 6 - 13.2.23
Theme	Owls	Owls	Chinese New Year	Robins	Robins	Love
Text	Hoot - Jonathan Litton	Owl Babies	Oi Frog!	Robin's Winter Song	Apples and Robins	Julian is a Mermaid
Details	Mon - Training Day Wed - 30hr Ris 3's start	Mon - am Rising 3's start				Tues - Valentine's Day
JIGSAW	Understand what a challenge means.	Keep trying until they achieve something.	Can set a goal and work towards it.	Know some kind words to encourage people with.	Can start to think about the jobs they might like to do when they're older.	Feel proud when they achieve a goal.
Phonics	Rhyme	Alliteration	Rhyme	Oral Blending	Voice Sounds	
Maths	Numerals 1-5	Subatising to 3	Subatising to 3	Numerical Patterns		
Art	Collage large numbers Mixed media owls	Feather observations Print / collage owls	Large / small dragons Printing rabbits	Paint / draw to music Drawing lines to represent birdsong Mixed media	Abstract print with shapes Representational collage with shapes	Valentine's hearts Draw / paint someone who loved you.
Feeding Birds in winter Michelle	Bird feeder owls A.M Bird feeder Owls P.M	Bird feeder owls		Bird feeder owls	Outdoor bird feeder top ups - Bird listening walk	Outdoor bird feeder top ups - Bird listening walk +Red am
Library Amy Sprott	1: Green Group 2: Blue group	1: Red group a.m Red P.M	Everyone to take the chinese new year story home to share <u>No library book this week</u>	1: Blue group 2: Green Group	Red group a.m Red P.M	<u>No library book this week</u> Half term bird themed story to go home to all
Cooking Emma	Owl Crackers	Owl crackers	All children Noodle making	Owl Crackers A.M Owl Crackers P.M	Love bird biscuits Love biscuits Red	Love bird biscuits Love biscuits Red PM
R 3 Jane - Th Michelle - F	Th - Forest School F - Making play dough rolling Big and Small	Th - Forest School F - Making play dough balls 1,2,3	Th - Forest School F - Noodle making	Th - Forest School F - Making play dough squash and squish	Th - Forest School F - Making play dough squash and squish	Th - Forest School F - Making play dough squash and squish
Forest School	Leaf owls	Pinecone owl babies	Chinese new year	Robin thumb discs	Fire pit session	Bird songs (listening)
Home/School Links	Maths Challenge: Shape Hunt - send photos into school			Phonics Game:		

Appletree Gardens First School Medium Term Planning
Nursery Spring 1 - Winter Wonders

	Monday	Tuesday	Wednesday
CC	1 - Squiggle 2 -	1 - Sketch Club 2 -	1 - Sketch Club 2.-
AS	1 - 2 - WellComm	1 - Squiggle 2 - WellComm	1 - Squiggle 2 - WellComm
TH	Jigsaw	Topic Art	Topic Art
CC/AS	Phonics / Maths? / Sketch Club		