

Roe Green Infant & Strathcona School

MEDIUM TERM PLANNING Summer 1 (Growing)

NURSERY



PSED	
Development Matters	Activities
<p>Talking about our families. Making friendships when feeling lonely. Talk about what I like about my friends. Knowing what to say/do if someone is mean. To be able to manage my feelings. To be able to work together and enjoy being with friends.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>Jigsaw PSHE Scheme of Work – Topic 5: Relationships</p> <p>Reinforce the nursery/ school rules. Talk about why it is important to follow them. Discuss what would happen if we didn't follow them. Reiterate rewards and sanctions. E.g. time on the thinking chair. Refer to traffic light behaviour chart.</p> <p>Teacher modelling conversations with children in groups. Encouraging children to play together and talk as they play. Role play scenarios where the adults are fighting over a toy. Talk about how this conflict can be resolved. Ask for ideas from the children.</p>
Communication & Language	
Development Matters	Activities
<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> <p>Use a wider range of vocabulary</p>	<p>Focus role play activities both indoors and outdoors. Encourage children to use construction equipment and the kitchen area to develop their role play/ story themes. Adult to model language and then let the children take the lead.</p> <p>Circle time activities e.g. "I like...because...". Encouraging children to talk about their work, creations and activities. Discussing likes and dislikes associated with farm animals. Model speaking sentences and encourage the children to repeat.</p> <p>Give 2 part instructions to children that involve the Nursery routines. E.g. find your name then take off your coat, when the children are coming in to the Nursery each day. Extend to giving 2 part instructions when carrying out focus activities. E.g. Finish your work then find your name from the board.</p> <p>Link to farm activities. Share experiences through circle time. Chn learning new words such as names of baby animals.</p>
Physical	
Development Matters	Activities
<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>Obstacle courses outside. Use of tyres, benches, vault.</p>

<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips.</p> <p>Show a preference for a dominant hand.</p>	<p>Fine motor activities to encourage pincer grip e.g. using tweezers, pipettes, picking up small objects/items. Name writing/ tracing activities.</p> <p>Encourage children to put on their own coats. Lay the coat on the floor for less able children and encourage them to place their arms in to the sleeves, then stand up.</p> <p>Mark making and colouring in activities available in continuous provision daily.</p>
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Development Matters	Activities
<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Looking at writing on displays in the Nursery.</p> <p>Activities where children see adult's scribing their words e.g. scribing for children's pictures. Making a class book.</p> <p>Reading stories daily in class.</p> <p>Encourage chn to join in with repeated refrains when reading shared texts. Repeat new vocabulary several times so that the children begin to use these words independently. Encourage children to think about what happens at the beginning, middle and end of the story. Reinforce key language such as 'once upon a time' and 'happily ever after'. Read the beginning and middle of shared texts. Encourage chn to predict what might happen at the end.</p> <p>Encourage the children to find their name cards and write their name on all of their pieces of work once finished. Praise all attempts made by children.</p> <p>Model writing the letters from the children's name that they find difficult. Encourage the children to practice writing these letters. Set as individual targets and share with parents.</p>

Mathematics	
Development Matters	Activities
<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Show 'finger numbers' up to 5.</p>	<p>Focus activities involving counting out sets of objects. Encourage the children to count different things, e.g. how many friends away at hello time, dinosaurs, cars etc.</p> <p>Showing how many children are away. Singing number rhymes at singing times.</p>

<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Practical counting activities matching the correct numeral to the group of objects. Smart board activities matching objects to the correct numeral (www.topmarks.co.uk)</p> <p>Focus activities using small world/ animals, encourage children to place animals in certain places. E.g. put the pig on top of the log/ put the cow behind the fence etc. Hunting for 'treasure' in the outdoor play area – give children instructions using prepositions such as 'behind' and 'in front of.'</p> <p>Make a class book (shared writing) about the visit from the mobile farm in May. Talk about what animals we saw first, then, next and talk about what happened during the visit. Talk about the sequence of events in the life cycle of a hen.</p>
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Understanding the World

Development Matters	Activities
<p>Talk about what they see, using a wide vocabulary.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue to develop positive attitudes about the differences between people</p>	<p>Activities linked to our topic on farm animals/ growing. Planting beans</p> <p>Observe and talk about the changes that occur in the living eggs that will be delivered to the Nursery in the last 2 weeks of May. Reinforce language such as, life cycle, egg, lay, hatch, brooder, chicken, hen, male and female. Talk about the importance of taking care of the chicks/ eggs to keep them alive. Include children in the feeding and watering of the chicks.</p> <p>Talk about why our Muslim friends celebrate Eid. Discuss how all of us celebrate different festivals and all of us are different. We should respect our friend's beliefs.</p>

Expressive Arts & Design

Development Matters	Activities
<p>Remember and sing entire songs.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Singing nursery rhymes daily. Encourage children to play musical instruments, while singing songs. Make 'microphones' using construction equipment and put on a 'show' outdoors.</p> <p>Variety of construction materials. Encouraging children to build for a particular purpose. E.g. Making a home for a farm animal. Using large construction materials outdoors to make a school or a park etc.</p> <p>Drawing pictures of family outings during weekends/ holidays. Encourage the children to draw how happy/ cross/ worried/ sad they were. Refer to the feelings board in the classroom.</p> <p>Painting/ drawing farm animals/ living eggs/ chicks.</p>