

# Roe Green Infant & Strathcona School

## MEDIUM TERM PLANNING SPRING 1

### NURSERY



PSED	
Development Matters	Activities
<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling Remember rules without needing an adult to remind them.</p> <p>Play with one or more other children, extending and elaborating play ideas..</p>	<p>Encourage children to select and use the resources available especially at the making and writing areas. Related to focus activities.</p> <p>Focus on feelings through circle time. Use wooden masks and puppets. Games such as 'pass the smile' (Jigsaw scheme of work). Saying how we feel at registration time. Refer to feelings board. Talk about the monthly core values.</p> <p>Following the RGI behaviour policy, talking through incidents when they arise. Refer to traffic lights.</p> <p>Play group games linked to shared texts e.g. What's the time Mr Bear.</p>
Communication & Language	
Development Matters	Activities
<p>Sing a large repertoire of songs</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>Daily singing, introduce instruments during at least one singing session a week. Daily phase 1 phonics activities.</p> <p>Read texts with predictive and repetitive language e.g. Goldilocks, Brown Bear, Polar Bear etc. Encourage children to join in with the words once they know the stories well. Retelling/ acting out stories using props and masks made in class. Encourage children to use language from the story being enacted. Daily story time sessions. Making own books based on focus stories being read in class.</p> <p>Language associated with our topic on senses as well as other themes such as Chinese New Year and the weather.</p>
Physical	
Development Matters	Activities
<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Walk, run, jump and climb – and start to use the stairs independently</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Exploring the space in the outdoors and different ways of moving. Use streamers and ribbons for firework movements. Dancing as part of parties for festivals. Use YouTube video clips to encourage children to move in different ways: E.g. Jack Hartman – Count to 100, Patty Shukla videos, Joe Wickes etc. Obstacle courses outside, FT children walking up and down the stairs daily. Using large apparatus such as a vault to jump off/ climb up, encourage children to challenge themselves on nursery play equipment.</p> <p>Encourage children to notice the effect of exercise by getting them to feel their heart beat, etc. Cooking activities such as, making porridge, baking bear biscuits and fruit salad.</p>

	<p>Talk about healthy eating. Sorting healthy and unhealthy foods, discuss healthiness of children's packed lunches. Discuss the importance of brushing our teeth regularly.</p>
<p><b>Literacy- Key Texts:</b></p>	
<p><b>Development Matters</b></p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <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><b>Activities</b></p> <p>Daily story time and singing sessions, participation in stories and rhymes, finger rhymes. Repetitive stories.</p> <p>Activities such as clapping syllables in names, beats on a drum. Daily phase 1 Phonics sessions. Read texts with predictive and repetitive language (See texts listed above) Encourage children to join in with the words once they know the stories well.</p> <p>Reading simple texts. Using language such as beginning, middle and end. Using language related to traditional tales e.g. once upon a time, lived happily ever after, etc. Asking children questions about the stories read.</p> <p>Go on a sight walk. – linked to Polar Bear story. Refer to displays in the classroom, e.g. nursery rhymes in the book corner, number and shape displays.</p>
<p><b>Mathematics</b></p>	
<p><b>Development Matters</b></p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Make comparisons between objects relating to size, length, weight and capacity. Compare sizes, weights, etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</p> <p>Recite numbers past 5</p>	<p><b>Activities</b></p> <p>Share subitising videos such as Jack Hartman. Showing children number of fingers of how many away daily up to 5, encourage children to say how many without counting. Counting friends present and away at 'Hello Time'. Introduce Numicon pieces to depict number of friends away.</p> <p>Provide different sized items in the classroom, e.g. Russian dolls, different sized gift boxes, compare bears, different sized containers in water/sand trays. Linked to big books such as Goldilocks and the 3 Bears.</p> <p>Sharing activities e.g. sharing Cheerios/ raisins between a group of friends. Games comparing who has the most/ least etc. Discussions during everyday activities such as 'Hello Time' and fruit time.</p> <p>Refer to visual time table in class. Talk about activities done during the day. Refer to class routines.</p> <p>Daily counting at 'Hello Times'. Singing number rhymes during singing sessions.</p>

<b>Understanding the World</b>	
<b>Development Matters</b>	<b>Activities</b>
<p>Begin to make sense of their own life-story and family's history</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talking about what we did in the Christmas holidays. Discuss the different festivals we celebrate.</p> <p>Learning about Chinese New Year</p> <p>Looking at the different countries that the children's families are from, and plotting on a map.</p>
<b>Expressive Arts &amp; Design</b>	
<b>Development Matters</b>	<b>Activities</b>
<p>Explore their voices and enjoy making sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways. Make rhythmical and repetitive sounds.</p> <p>Join different materials and explore different textures.</p>	<p>Exploring musical instruments during continuous provision/ in the outdoors. Introduce instruments to singing time.</p> <p>Linked to our phase 1 phonics activities. Have musical instruments in the outdoor provision. Clapping syllables games, passing rhythms around the circle during Letters and Sounds. Playing games such as 'Silly Soup' etc.</p> <p>Linked to our theme on the senses-sense of touch. Play dough and paint with different textures. Encourage children to visit the texture board. Focus activity where children feel different things and have to guess what they are. Malleable activities such as corn flour, hair gel, shaving foam.</p>