

# Roe Green Infant School

## MEDIUM TERM PLANNING SPRING 1

### NURSERY

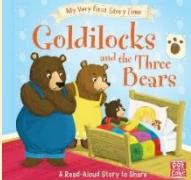
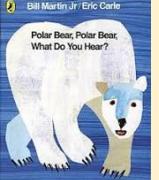
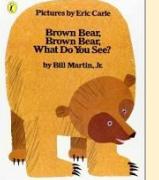
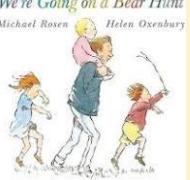


#### PSED

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>Show more confidence in new social situations.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Understand gradually how others might be feeling.</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.' Saying how we feel at registration time. Refer to feelings board. Talk about the monthly core values. Linked to Jigsaw PSHE sessions – Dreams and Goals topic.</p> <p>Following the RGI behaviour policy, talking through incidents when they arise. Refer to traffic lights. Play group games linked to shared texts e.g. What's the time Mr Bear?</p> <p>Linked to new children starting in January. Settling in new children and helping the children to understand that we have new friends that need to get used to being in the Nursery. Nursery staff to build relationships with new children during settling in period.</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 (17/2/26) and the weather. Undertaking experiments such as floating and sinking. Introducing scientific vocabulary.</p>

Physical	
Development Matters	Activities
Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Go up steps and stairs, or climb up apparatus, using alternate feet. Walk, run, jump and climb – and start to use the stairs independently	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. PT children visiting the rabbits on the roof garden. Using large apparatus such as a vault to jump off/ climb up, encourage children to challenge themselves on Nursery play equipment.
Make healthy choices about food, drink, activity and tooth brushing.	Encourage children to notice the effect of exercise by getting them to feel their heart beat, etc. Cooking activities such as, making porridge, making bear toast and fruit salad. Talk about healthy eating. Sorting healthy and unhealthy foods, discuss healthiness of children's packed lunches. (Full Time Nursery) Discuss the importance of brushing our teeth regularly. RRS – talk about saving water when hand washing – link to sustainability/ being environmentally friendly.
Literacy- Key Texts:	   
Development Matters	Activities
Engage in extended conversations about stories, learning new vocabulary.	Daily story time and singing sessions, participation in stories and rhymes, finger rhymes. Repetitive stories. Role play based on shared texts. Story sequencing. (RRS – singing Nursery rhymes involving water – e.g. Jack & Jill, Fish alive, Row, Row, Row, Your Boat)
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.	Activities such as clapping syllables in names, beats on a drum. Daily phase I 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.
Ask questions about the book. Makes comments and shares their own ideas. 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	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. 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.

the different parts of a book - page sequencing.	
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<b>Mathematics</b>	
<b>Development Matters</b>	<b>Activities</b>
Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Share subitising videos such as those by 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'. Use Numicon pieces to depict number of friends away.
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'. Compare quantities using language: 'more than', 'fewer than'.	Provide different sized items in the classroom, e.g. Russian dolls, different sized gift boxes, compare bears, different sized containers in water/sand trays. Link activities to big books such as Goldilocks and the 3 Bears. Play interactive games on the smart board e.g. Heavy/light – Busy Things/ Topmarks. Use weighing scales for heavy/light.
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.	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. Refer to visual time table in class. Talk about activities done during the day. Refer to class routines. Link to the story of the Great Race – Chinese New Year.
Recite numbers past 5	Daily counting at 'Hello Times'. Singing number rhymes during singing sessions.

<b>Understanding the World</b>	
<b>Development Matters</b>	<b>Activities</b>
Begin to make sense of their own life-story and family's history Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about the differences between materials and changes they notice.	Talking about what we did in the Christmas holidays. Discuss the different festivals we celebrate. Learning about Chinese New Year.  Looking at the different countries that the children's families are from, and plotting on a map.  Cooking activities – stir fry/ bear toast etc.

Expressive Arts & Design	
Development Matters	Activities
Explore their voices and enjoy making sounds.	Exploring musical instruments during continuous provision/ in the outdoors. Introduce instruments to singing time.
Explore a range of sound makers and instruments and play them in different ways. Make rhythmical and repetitive sounds.	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.
Join different materials and explore different textures.	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. Chinese new year dragon – making a collaborative large scale model in each Nursery.
Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Daily singing sessions.