




Ellington Primary School: EYFS Nursery Spring B Medium Term Planning

<p>1. Keeping Healthy 2. Growing Plants 3. Seasonal Changes (Spring/ Easter)</p>	<p>Theme of Learning</p> <p>Class Hero: Julia Donaldson</p> 	<p><u>Ready, Steady, Spring!</u></p>		
<p>Does Julia Donaldson only write stories?</p>				
<p><u>Core Books</u></p> <ul style="list-style-type: none"> - This is How We Keep Healthy <ul style="list-style-type: none"> - Sam Plants a Sunflower - Plants Feed Me - We're Going on an Egg Hunt 	<p><u>Other Key Stories Linked</u></p> <ul style="list-style-type: none"> - Stories linked to keeping healthy - Stories linked to growing plants - Stories linked to Spring and Easter 	<p><u>Important Dates</u></p> <p>Stay and Count Mother's Day</p> <p><u>Enrichments</u></p> <p>Easter Hat Parade Easter Egg Hunt</p> <p><u>Visitor</u></p> <p>Secret Reader</p>	<p><u>Values</u></p> <ul style="list-style-type: none"> *Proud Peacock *Respectful Rhino *Honest Hedgehog *Persevering Parrot *Teamwork Tiger *Happy Hippo 	
<p>Throughout all learning, the Nursery Team will ensure activities and interactions which support the Characteristics of Learning:</p>		<p>Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to 'have a go'</p> <p>Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do</p> <p>Creating and thinking critically – thinking; Having their own ideas; Making links; Choosing ways to do things.</p>		

	Week 1 and Week 2 Keeping Healthy	Week 3 and Week 4 Growing Plants	Week 5 and Week 6 Seasonal Changes
Personal, Social and Emotional Development (PSED)	Self-Regulation To identify other's feelings when they are obvious. To resolve conflict with adult support.	Self-Regulation To identify other's feelings when they are obvious. To solve disagreements with adult support.	Self-Regulation To talk about own feelings and feelings of others. Recap what makes us feel.. To sometimes solve disagreements independently.
	Managing Self To independently put coat/ waterproofs on. To follow daily routines, developing independence. New children to settle into Nursery and get used to the rules and routines. To understand how to look after ourselves.	Managing Self To independently put coat/ waterproofs on. To fasten zip on a coat/ waterproof. To talk about what they might do to adapt work. To use a knife and fork correctly. To know how to look after own sunflower.	Managing Self To independently put coat/ waterproofs on. To fasten zip on a coat/ waterproof. To work towards individual and shared rewards. To spread using a knife.
	Building Relationships Continue to form friendships with others and play with the new children joining Nursery. To share and take turns in the doctor's role play area.	Building Relationships To engage in the company of other children. To initiate conversations with adults and other children. To share and take turns in the Flower Shop Role Play area.	Building Relationships To have self-chosen friends. To initiate conversations with adults and other children. To share and take turns in the Easter/ Spring role play area.

Physical Development (PD)	<p style="text-align: center;">Fine</p> <p style="text-align: center;">To cut a straight line.</p> <p>To draw a person with a head, body, arms, legs and fingers.</p> <p>To do an observational drawing of fruit or vegetables.</p> <p>To peel and chop a variety of fruits and vegetables.</p>	<p style="text-align: center;">Fine</p> <p style="text-align: center;">To cut a curved line.</p> <p style="text-align: center;">To trace anti-clockwise patterns.</p> <p style="text-align: center;">To do an observational drawing of a flower.</p> <p style="text-align: center;">To match the letters of their names to name strips independently.</p>	<p style="text-align: center;">Fine</p> <p style="text-align: center;">To cut a zigzag line.</p> <p style="text-align: center;">To have a comfortable tripod hold.</p> <p style="text-align: center;">To paint a spring picture using different media.</p> <p style="text-align: center;">To explore smaller bushes when doing Easter crafts.</p> <p style="text-align: center;">To match the letters of their names to name strips independently.</p>
	<p style="text-align: center;">Gross</p> <p style="text-align: center;">To play running and chasing games.</p> <p style="text-align: center;">To run smoothly with changes in speed, negotiating space successfully.</p>	<p style="text-align: center;">Gross</p> <p style="text-align: center;">To throw a large ball.</p> <p style="text-align: center;">To jump off an object and land appropriately. Travel with increasing confidence and skill over, under, around and through equipment.</p>	<p style="text-align: center;">Gross</p> <p style="text-align: center;">To catch a large ball with 2 hands.</p> <p style="text-align: center;">To climb low level ladders using alternate hands and feet.</p>

PE	DR- PE every Friday		
Communication and Language (CL)	<p>Listening, Attention and Understanding</p> <p>To listen to others in a small group when not following my own interests.</p> <p>To listen to and hear rhymes.</p> <p>Learns lots of new words and use them in play.</p>	<p>Listening, Attention and Understanding</p> <p>To listen to others in a small group when not following my own interests.</p> <p>To listen to and hear rhymes.</p> <p>To be able to follow instructions which involve holding 3 items: e.g. bring the banana, plate and knife from...</p>	<p>Listening, Attention and Understanding</p> <p>To listen to others in a small group when not following my own interests.</p> <p>Hear rhyming words.</p> <p>To give a word which rhymes with another.</p>
	<p>Speaking</p> <p>To learn vocabulary linked to keeping healthy.</p> <p>To develop scientific based vocabulary.</p> <p>To be able to tell me why!</p>	<p>Speaking</p> <p>To learn vocabulary linked to growing plants.</p> <p>To develop scientific based vocabulary.</p> <p>To be able to tell me why!</p> <p>To ask my own questions in a range of situations.</p>	<p>Speaking</p> <p>To learn vocabulary linked to Spring.</p> <p>To learn vocabulary linked to Easter.</p> <p>To be able to tell me why!</p> <p>To be able to talk about familiar books, and be able to tell a longer story.</p> <p>To use consonants correctly (z, v, sh, ch, j, and ng) in my consonant range.</p>
Literacy	<p>This is How We Keep Healthy Plants Feed Me</p>	<p>Sam Plants a Sunflower</p>	<p>We're Going on an Egg Hunt</p>
	<p>Word reading</p> <p>To match the letters of their name to name strip independently.</p> <p>Begin to understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning. - print can have different purposes. 	<p>Word reading</p> <p>To match the letters of their name to name strip independently.</p> <p>To identify print around Nursery.</p> <p>To know words are made up of letters.</p>	<p>Word reading</p> <p>To match the letters of their name to name strip independently.</p> <p>To identify print around Nursery.</p> <p>To see letters of name in other words.</p>

- we read English text from left to right and from top to bottom.
 - the names of the different parts of a book.

Phonics:
 RWI- Focusing on one sound each week.

Comprehension

To listen to and learn rhymes and poems linked to fruits, vegetables and keeping healthy.

To respond to rhymes.

To make various sounds with the voice.

Comprehension

To listen to and learn rhymes and poems linked to growing.

To respond to rhymes.

To spot a mistake in a rhyming activity.

Comprehension

To listen to and learn rhymes and poems linked to Spring and Easter.

To give rhyming words.

To spot a mistake in a rhyming activity.

Writing

To write own name using name card or independently.

To trace patterns to improve pencil control.

Writing

To write own name using name card or independently.

Mark making opportunities in the writing area to develop pencil control.

Writing

To write own name using name card or independently.

To retrace a vertical line in a handwriting pattern.

Mathematics

Spring B: Early Years Number

Jan Starters: Begin Autumn B block teaching – Condense to Early Years Number

Routines: Daily counting forwards and backwards to 10, Daily counting how many children?, Snack Table: Counting out milks/straws/fruit – Begin to problem solve
1 have 2 milks but I need 3 – How many more?

	<p>Quick Maths Number: Recap numbers 1,2,3 Shape: Circle Colour: Red</p> <p>Number Rhyme: One and Two</p>	<p>Quick Maths Number of the week: 4 Shape of the Week: Triangle Colour of the Week: Blue</p> <p>Number Rhyme Bag: Daily Vote</p>	<p>Quick Maths Number of the Week 4 Shape: Square Colour of the Week: Yellow</p> <p>Number Rhyme: 5 little sunflowers</p>	<p>Quick Maths Number: 5 Shape of the Week: Rectangle Colour of the Week: Green</p> <p>Number Rhyme Bag: Daily Vote</p>	<p>Quick Maths Number: 5 Shape of the Week: Rectangle Colour of the Week: Green</p> <p>Number Rhyme: 1 little raindrop went plop</p>	<p>Quick Maths Shape of the Week: Rectangle Colour of the Week: Green</p> <p>Number Rhyme Bag: Daily Vote</p>		
<p>Early Years Number Encourage subitizing rather than counting.</p> <p>What do you see? How do you see it?</p>	<p>Early Years Number Subitise and sort numbers 1,2,3 in a variety of different ways. Order numbers 1,2,3 forwards and backwards</p>	<p>Early Years Number Subitising Number 4 – Look and identify number 4 in a variety of ways including numicon, dice, natural, fingers Recap a 5 frame. What does 4 look like on it? How is it different to 1, 2,3?</p>	<p>Early Years Number Recognise number 4 and encourage to write 4, count out 4 and draw 4.</p>	<p>Early Years Number Subitising Number 5 – Look and identify number 5 in a variety of ways including numicon, dice, natural, fingers Recap a 5 frame. What does 5 look like on it? How is it different to 1, 2,3,4?</p>	<p>Recognise number 5 and encourage to write 5, count out 5 and draw 5.</p>	<p>Understand how to count objects beyond 5. Learn counting strategies such as line up-magic finger count, move and count, cross and count. Begin to know the last object reached is how many!</p>		

Wider Maths:	Wider Maths In 4 weeks when possible, recap matching, patterns, size	Wider Maths	Wider Maths	Wider Maths	Wider Maths	Wider Maths Show awareness of money by playing shop	Wider Maths Show awareness of 3-D shapes within play	
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Understanding the World

Past and Present To observe changes during growth. To think and talk about when we were babies.	Past and Present To observe changes during growth. To understand the life cycle of a plant.	Past and Present To talk about past experiences of celebrating Easter. To talk about past experiences (weekend recount). Christian traditions of Easter.
People, Culture and Communities To know that there are other countries in the world through story (linked to growing fruits and vegetables).	People, Culture and Communities To join in with celebrations which are special to them.	People, Culture and Communities To know how/why Easter is celebrated.

	<p style="text-align: center;">The Natural World</p> <p>To talk about what they notice using their senses.</p> <p>To begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To know where food comes from – begin to plant our own.</p>	<p style="text-align: center;">The Natural World</p> <p>To understand the life cycle of a plant.</p> <p>To plant seeds and watch their growth.</p> <p>To know some things that a plant needs to grow.</p> <p>To observe and talk about the life-cycle of a sunflower.</p> <p>To begin to understand the need to respect and care for the natural environment and all living things.</p>	<p style="text-align: center;">The Natural World</p> <p>To observe the changes in the garden and local area in Spring.</p> <p>To begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To explore forces.</p> <p>Labelling parts of a plant.</p>
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<p>Expressive Arts and Design</p>	<p style="text-align: center;">Creating with Materials</p> <p>To learn techniques for printing (e.g. printing with fruit).</p> <p>To use playdough to create different objects.</p> <p>To create observational drawings of fruits and vegetables.</p> <p>To draw a person with a head, body, arms, legs and fingers.</p>	<p style="text-align: center;">Creating with Materials</p> <p>To explore creating strong models with Duplo, Lego, outdoor bricks etc.</p> <p>To create observational drawings of a sunflower.</p> <p>To look at and responding to Van Gogh's art 'Sunflower'</p>	<p style="text-align: center;">Creating with Materials</p> <p>To use natural materials to make patterns and pictures.</p> <p>To create observational drawings linked to Spring.</p> <p>To explore colouring in within the lines</p>
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	<p style="text-align: center;">Being Imaginative</p> <p>To use costumes (doctors' equipment) to support role play.</p> <p>To pretend with gesture, mime</p> <p>Song: Nursery Rhyme bag routine.</p>	<p style="text-align: center;">Being Imaginative</p> <p>To explore using loose parts and general small world resources to act out stories.</p> <p>To keep a beat to a song.</p> <p>Song: Nursery Rhyme bag routine.</p>	<p style="text-align: center;">Being Imaginative</p> <p>To explore different sounds.</p> <p>To create their own song or improvise a song around one they know.</p> <p>Song: Nursery Rhyme bag routine.</p>
Computing	<p>The children have access to iPads, interactive board including paint (children to use paint to do observational drawings). Mr Bailey to do a session each half term e.g. using iPads, computer programming devices e.g. beebots, now- press- play traditional tales experience.</p>		
School Values	<p>Recap what it means to be a Proud Peacock.</p> <p>Recap what it means to be a Respectful Rhino.</p>	<p>Recap what it means to be a Honest Hedgehog.</p> <p>Recap what it means to be a Teamwork Tiger.</p>	<p>Recap what it means to be a Happy Hippo.</p> <p>Recap what it means to be a Persevering Parrot.</p>