




Ellington Primary School: EYFS Nursery Spring A Medium Term Planning

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| <ol style="list-style-type: none"> 1. Settling In 2. Nursery Rhymes 3. Traditional Tales | <p>Theme of Learning</p> <p>Class Hero: Julia Donaldson</p>  | <p><u>Once Upon a Time</u></p> | | | |
| <p>What was life like when Julia Donaldson was little?</p> | | | | | |
| <p style="text-align: center;"><u>Core Books</u></p> <p style="text-align: center;">The Three Little Pigs (Week 1-3) Goldilocks and the Three Bears (Week 4-5) The Three Billy Goats Gruff (Week 6-7)</p> | <p style="text-align: center;"><u>Other Key Stories Linked</u></p> <ul style="list-style-type: none"> * Each Peach Pear Plum * The Foggy Foggy Forest *Traditional Tales *Favourite stories | <p style="text-align: center;"><u>Important Dates</u></p> <p style="text-align: center;">Stay and Read- Secret Reader</p> <p style="text-align: center;"><u>Enrichments</u></p> <p style="text-align: center;">Tiddlywinks- 3 Little Pigs</p> <p style="text-align: center;"><u>Visitor</u></p> <p style="text-align: center;">Ascent Homes builder</p> | <p style="text-align: center;"><u>Values</u></p> <ul style="list-style-type: none"> *Proud Peacock *Respectful Rhino *Honest Hedgehog *Persevering Parrot *Teamwork Tiger *Happy Hippo | <p style="text-align: center; color: red;">Week 1-3: The Three Little Pigs.</p> <p style="text-align: center; color: red;">Week 4-5: Goldilocks and the Three Bears.</p> <p style="text-align: center; color: red;">Week 6-7: The Three Billy Goats Gruff.</p> | |
| <p>Throughout all learning, the Nursery Team will ensure activities and interactions which support the Characteristics of Learning:</p> | | <p style="text-align: center;">Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’</p> <p style="text-align: center;">Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do</p> <p style="text-align: center;">Creating and thinking critically – thinking; Having their own ideas; Making links; Choosing ways to do things.</p> | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Personal, Social and Emotional Development (PSED) | Self-Regulation To talk about own feelings. To identify other's feelings in the 3 Little Pigs story. New children to settle into Nursery. | | | Self-Regulation To talk about own feelings. To identify other's feelings in Goldilocks and the Three Bears story. | | Self-Regulation To manage own feelings if something does not go own way. To resolve conflicts with adult support. | |
| | Managing Self To know the importance of washing hands properly and independently. 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. | | | Managing Self To pour a drink during snack time. To independently put coat/ waterproofs on. To fasten zip on a coat/ waterproof. Design, create and choose own porridge/toppings. | | Managing Self To use a knife to cut food during snack time and baking activities. To independently put coat/ waterproofs on. To fasten zip on a coat/ waterproof. | |
| | Building Relationships Continue to form friendships with others and play with the new children joining Nursery. To develop listening skills within in play and talk about what they have done/ made in a small group. To develop sharing skills- especially in the Three Little Pigs construction area. | | | Building Relationships To develop turn taking skills by playing games. To keep play going by responding to what others are doing. To show good team work in Goldilocks' cottage. | | Building Relationships To show good turn taking and sharing skills. To talk about what they intend to do and how to do it. To actively seek out others. To work together to build a bridge for the Billy Goats. | |

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| Physical Development (PD) | Fine To use large tweezers to pick up small items. To copy first letter/ parts or all of name. To match the letters of name to name strip with support or independently. | Fine To thread objects. To copy first letter/ parts or all of name. To match the letters of name to name strip with support or independently. To use a range of printing tools. | Fine To trace a simple person. To copy first letter/ parts or all of name. To match the letters of name to name strip with support or independently. | Fine To cut out a straight line. To copy first letter/ parts or all of name. To match the letters of name to name strip with support or independently. | Fine To draw a house (linking to Goldilocks). To copy first letter/ parts or all of name. To match the letters of name to name strip with support or independently. To use a range of printing tools. Create a wanted poster for Goldilocks. | Fine To match an unfamiliar shadow to a picture. To copy first letter/ parts or all of name. To match the letters of name to name strip with support or independently. | Fine To use a knife to cut food. To copy first letter/ parts or all of name. To match the letters of name to name strip with support or independently. To use a range of printing tools. |
| | Gross To run, jump, hop and skip. To construct with large construction to build the 3 Little Pigs houses. To build upon spatial awareness and be aware of others and space. | | | Gross To hold a body shape. To build obstacle courses and develop balance when completing the course. To walk up to 10 steps using alternative feet. | | Gross To use large construction blocks safely to build a bridge for the Three Billy Goats. To work with others to move large construction safely. To develop independence skills by choosing the right resources to carry out own play. | |
| PE | DR- PE every Friday | | | | | | |
| (10 minutes) Wriggle me into squiggle movements | Movement 7: JUMP! JUMP! JUMP! | | | Movement 8: Turning turtle. | | Movement 9 and 10: Roll Crawling | |

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| Communication and Language (CL) | <p>Listening, Attention and Understanding</p> <p>To learn vocabulary linked to Winter.</p> <p>To learn vocabulary linked to traditional tales.</p> <p>To learn story vocabulary.</p> <p>To enjoy listening to longer stories and remember much of what happens.</p> | <p>Listening, Attention and Understanding</p> <p>To learn vocabulary linked to Winter.</p> <p>To learn vocabulary linked to traditional tales.</p> <p>To learn story vocabulary.</p> <p>To understand 'how and why' questions.</p> <p>To follow body percussions of 3.</p> | <p>Listening, Attention and Understanding</p> <p>To learn vocabulary linked to Winter.</p> <p>To learn vocabulary linked to traditional tales.</p> <p>To recount an event.</p> <p>To learn story vocabulary.</p> |
| | <p>Speaking</p> <p>To talk about Christmas holiday news in circle time.</p> <p>To talk about what happens in Winter.</p> <p>To retell the story of The Three Little Pigs.</p> | <p>Speaking</p> <p>To talk about weekend news.</p> <p>To recount an event.</p> <p>To retell the story of Goldilocks and the Three Bears.</p> <p>Design, create and choose own porridge/toppings.</p> | <p>Speaking</p> <p>To start a conversation with a familiar adult or a friend.</p> <p>To use various tenses when speaking.</p> <p>To retell the story of The Three Billy Goats Gruff.</p> |
| Literacy | The Three Little Pigs | Goldilocks and the Three Bears | The Three Billy Goats Gruff |
| | <p>Word reading</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>- we read English text from left to right and from top to bottom.</p> <p>- the names of the different parts of a book.</p> <p>Match the letters of their name to name strip with support.</p> | <p>Word reading</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>- we read English text from left to right and from top to bottom.</p> <p>- the names of the different parts of a book.</p> <p>Know words are made up of letters.</p> <p>Match the letters of their name to name strip with</p> | <p>Word reading</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>- we read English text from left to right and from top to bottom.</p> <p>- the names of the different parts of a book.</p> <p>See letters from name in other words.</p> <p>Match the letters of their name to name strip independently.</p> |

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| | | support. | |
| | Phonics: RWI- Focusing on one sound each week. | | |
| | Comprehension | Comprehension | Comprehension |
| | <p>Develop understanding of rhythm, rhyme and alliteration.</p> <p>To actively listen to stories.</p> <p>To retell the story of the Three Little Pigs.</p> <p>To listen and understand the story of the Three Little pigs and answer questions.</p> <p>To make various sounds with the voice (characters from story).</p> | <p>Develop understanding of rhythm, rhyme and alliteration.</p> <p>To actively listen to stories.</p> <p>To retell the story of Goldilocks and the Three Bears.</p> <p>To listen and understand the story of Goldilocks and the Three Bears and answer questions.</p> <p>To clap syllables in name and others names.</p> | <p>Develop understanding of rhythm, rhyme and alliteration.</p> <p>To actively listen to stories.</p> <p>To listen and understand the story of the Three Billy Goats Gruff and answer questions.</p> <p>To retell the story of the Three Billy Goats Gruff.</p> <p>Orally blend 3 syllable words (E-le-phant).</p> |
| Writing | Writing | Writing | |
| <p>Mark making opportunities linked to the Three Little Pigs.</p> <p>Tracing patterns to develop pencil control.</p> <p>Copy the first letter of name.</p> | <p>Mark making opportunities linked to Goldilocks and the Three Bears.</p> <p>Copy letters of name (either using name card mat or independently).</p> <p>Tracing patterns to develop pencil control.</p> <p>Create a wanted poster for Goldilocks.</p> | <p>Mark making opportunities linked to the Three Billy Goats Gruff.</p> <p>Copy letters of name (either using name card mat or independently).</p> <p>Tracing patterns to develop pencil control.</p> | |

Mathematics

Spring A Wider Maths: Early Years Number/Wider Maths

Jan Starters: Begin Autumn A block teaching

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?

I know I have 1 head

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| <p>Quick Maths Number: Recap numbers 1 and 2</p> <p>Shape: Circle</p> <p>Colour: Red</p> <p>Number Rhyme: It's time for my piggies to go to bed</p> | <p>Quick Maths Number of the week: 3</p> <p>Shape of the Week: Triangle</p> <p>Colour of the Week: Blue</p> <p>Number Rhyme: 3 Blind Mice</p> | <p>Quick Maths Number of the Week 3</p> <p>Shape: Square</p> <p>Colour of the Week: Yellow</p> <p>Number Rhyme Bag: Daily Vote</p> | <p>Quick Maths Number: 1,2,3</p> <p>Shape of the Week: Rectangle</p> <p>Colour of the Week: Green</p> <p>Number Rhyme: Goldilocks went to the house of the bears</p> | <p>Quick Maths Number 4</p> <p>Shape: Square/Rectangle</p> <p>Colour of the Week: Purple</p> <p>Number Rhyme Bag: Daily Vote</p> | <p>Quick Maths Match colours A/B patterns</p> <p>Colour of the Week: Orange</p> <p>Number Rhyme: Grand old duke of York – position</p> | <p>Quick Maths I can sort objects</p> <p>Number Rhyme Bag: Daily Vote</p> |
| <p>Early Years Number Subitise numbers 1 and 2 in a variety of different ways.</p> | <p>Early Years Number Subitising Number 3 - Look and identify number 3 in a variety of ways including numicon, dice, natural, fingers Recap a 5 frame. What does 3 look like on it? How is it different to 1 and 2?</p> | <p>Early Years Number Recognise number 3 and encourage to write 3, count out 3 and draw 3. Link to fairy tales</p> | <p>Early Years Number Link to fairy tales compare and order numbers 1,2,3</p> | <p>Early Years Number Link to fairy tales compare and order numbers 1,2,3</p> | <p>Early Years Number Link to fairy tales compare and order numbers 1,2,3</p> | <p>Early Years Number Assess where children are at from this half term.</p> |

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| | <p>Wider Maths</p> <p>Sequence a picture of a nursery rhyme.</p> | <p>Wider Maths</p> | <p>Wider Maths</p> <p>I can describe position related to the three little pigs story</p> | <p>Wider Maths</p> <p>Explore size of objects linked to Goldilocks story. Understands just right in goldilocks story</p> | <p>Wider Maths</p> | <p>Wider Maths</p> <p>Explore size of objects linked to Billy Goat Gruff story.</p> | <p>Wider Maths</p> <p>I can create patterns. I can sort and group objects</p> |
| <p>Understanding the World</p> | <p>Past and Present</p> <p>To look at how houses were made in the past compared to now.</p> <p>To use vocabulary linked to the past.</p> <p>To recount past events and news.</p> | | <p>Past and Present</p> <p>To explore how things work and change over time- porridge exploration.</p> <p>To use vocabulary linked to the past.</p> <p>To recount past events and news.</p> | | <p>Past and Present</p> <p>To explore what bridges used to look like compared to know.</p> <p>To recount past events and news.</p> <p>To use vocabulary linked to the past.</p> | | |
| | <p>People, Culture and Communities</p> <p>To ask questions about different occupations (builders- linking to The Three Little Pigs).</p> <p>To know that our school is in Ellington.</p> | | <p>People, Culture and Communities</p> <p>To have a sense of our local community.</p> | | <p>People, Culture and Communities</p> <p>Know that there are different countries in the world.</p> <p>To explore what is in our local community.</p> <p>To find out how bridges are made (look at different bridges around the world).</p> | | |
| | <p>The Natural World</p> <p>Explore collections of materials with similar and different properties (straw, sticks and bricks).</p> <p>To explore Winter.</p> <p>Talk about what they see, using a wide vocabulary.</p> | | <p>The Natural World</p> <p>To explore Winter.</p> <p>Talk about differences they see in materials as they change (porridge).</p> | | <p>The Natural World</p> <p>To explore materials for a bridge- how can we make a bridge strong?</p> <p>To explore Winter.</p> <p>Talk about what they see, using a wide vocabulary.</p> | | |

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| | Changes from Autumn to Winter. | Talk about what they see, using a wide vocabulary. | |
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| Expressive Arts and Design | Creating with Materials | Creating with Materials | Creating with Materials |
| | <p>To plan and make a 3D construction house for the 3 Little Pigs.</p> <p>To use colour for a purpose.</p> <p>Know how to join bricks in construction kits- houses for the pigs.</p> <p>Select paper for the task – colour, size</p> <p>To trace a simple person.</p> <p>Talk about what they have done/made and evaluate the end result.</p> | <p>Create a 3D construction from construction kits/junk modelling for Goldilocks.</p> <p>To use colour for a purpose.</p> <p>To draw with texture.</p> <p>Explore construction kits (Chair for BB).</p> <p>To draw a house (linking to Goldilocks).</p> <p>Talk about what they have done/made and evaluate the end result.</p> <p>Create a wanted poster for Goldilocks.</p> | <p>To plan and make a 3D construction bridge for the 3 Billy Goats Gruff.</p> <p>Explore pastels as a mark making implement.</p> <p>Textiles - Large scale weaving.</p> <p>Know how to use a stapler (building bridges).</p> <p>Follow a colour mixing chart.</p> <p>Talk about what they have done/made and evaluate the end result.</p> |
| | Being Imaginative | Being Imaginative | Being Imaginative |
| | <p>Use available role play resources to recreate experiences of the Three Little Pigs.</p> <p>Using costumes to support role play of stories (3 Little Pigs).</p> <p>Use available construction and resources to make small world situations (3 Little Pigs Construction role play).</p> <p>Retell the Three Little Pigs story.</p> <p>Play alongside others involved in the same theme.</p> <p>Move to a beat.</p> | <p>Use available role play resources to recreate experiences of Goldilocks and the Three Bears.</p> <p>Using costumes to support role play of stories (3 Bears cottages).</p> <p>Retell Goldilocks story.</p> <p>Give puppets and characters a voice (Goldilocks and Bears in story corner).</p> <p>Play fast/slow sounds.</p> | <p>Use available role play resources to recreate experiences of the Three Billy Goats Gruff.</p> <p>Using costumes to support role play of stories (Billy Goats Gruff).</p> <p>Use available construction and resources to make small world situations (bridges for the Goats).</p> <p>Retell Billy Goats Gruff story.</p> <p>Talk about music they have heard –fast/slow.</p> <p>Tap out character names.</p> |

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| | <p>Learn simple songs.</p> <p>Song: Nursery Rhyme bag routine.</p> | <p>Tap out character names.</p> <p>Learn simple songs.</p> <p>Song: Nursery Rhyme bag routine.</p> | <p>Learn simple songs.</p> <p>Song: Nursery Rhyme bag routine.</p> | | | | |
| <p>Computing</p> | <p>The children have access to iPads, interactive board including paint.</p> <p>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> <p>Thursday 30th January- MB in Nursery.</p> | | | | | | |
| <p>School Values</p> | <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 Persevering Parrot.</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> | |