



# Ellington Primary School

Nursery Spring 1 Medium Term Planning  
2023-2024

*'Believe and Succeed'*

**Our aim is to create a remarkable foundation for champions to flourish. We want every child to excel and become resilient, self-motivated, life-long learners.**

**\*Honesty**

**\*Respect**

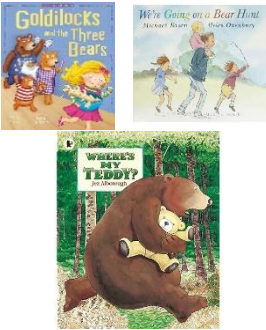
**\*Pride**

**\*Resilience**

**\*Teamwork**

**\*Happiness**

## Once Upon a Bear

Books	Mini Topics	School Hero Ranger Hamza	Enrichment Activities	Parental Involvement
	1. Settling in 2. Goldilocks and the Three Bears 2. We're Going on a Bear Hunt	Who is Ranger Hamza family?	Tiddlywinks  Wow Moment: Crime Scene Investigation	Stay and Read Secret Reader

## Communication and Language

### Three and Four Year Olds...

- \*Enjoy listening to longer stories and can remember much of what happens.
- \*Follow body percussions of 3
- \*Understand 'how' and 'why' questions
- \*Start a conversation with adults and friends
- \*Speak in a full sentence
- \*Have a bank of songs
- \*Comment on what they hear
- \*Use various tenses

### Knowledge and Skills Taught...

- \*Recount an event!
- \*Learn vocabulary linked to traditional stories
- \*Be able to talk about weekend/holiday news
- \*Learn story vocabulary
- \*Learn vocabulary linked to Winter
- \*Use language to communicate their needs
- \*Discuss good listening skills and why it is important
- \*Model language that promotes thinking and challenges children: "I can see that's empty – I wonder what happened to the snail that used to be in that shell?"
- \*Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Henna is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"

\*Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play.

\*Learn morning routine – morning song, snack (new starters)

\*Learn the routines of Nursery (New starters)

## **Personal, Social and Emotional Development**

### **Three and Four Year Olds...**

\*Take turns playing a game in a group with an adult

\*Talk about what they have done/made in a small group

\*Say how they feel

\*Identify other's feelings in stories

\*Talk about what they intend to do and how

\*Follow daily routines with developing independence

\*Actively seek out others

\*Form friendships with others

\*Keep play going by responding to what others are doing

\*Wait my turn with adult support

\*Choose where to work from a choice

\*Choose what I want to do there and find the resources I need

(New starters)

\*Separate from carer with support

\*To begin to build independence in our play activities

\*Know the nursery boundaries, rules, sanctions, rewards and

\*Talk to children in play

\*Seek adult support to have needs met

\*Tolerates delay when needs not met immediately

\*Source/request resources to follow their plans

\*Follow daily routines with some support

\*Initiate and join in play

\*Engage in pretend play

\*Build relationships with adults/children through talk

### **Knowledge and Skills Taught...**

\*Can use a knife to cut food

\*Goes to the toilet

\*Can pour a drink

\*Can drink from a cup (one handed)

\*Can wash/sanitise hands independently

\*Begin to fasten a zip on a coat/waterproof/ Put a coat on without support

New Starters

\*Select activities from those available with adult help

\*Eat using a spoon and fork

\*Tells an adult they need the toilet

\*Tells an adult if hungry/tired

\*Can wash/sanitise hands with support

\*Learn the names of the adults

\*Begin to join in with the morning routine

\*Enjoy having responsibility during snack time

\*Know how to return the resources correctly

\*Know the names of feelings – happy, sad, worried, excited, proud, angry

\*Put on a coat/waterproof independently

## **Physical Development**

\*Be aware of others and space

- \*Walk up to 10 steps using alternate feet.
- \*Develop balance.
- \*Choose the right resources to carry out their own play.
- \*Work with others to move large construction resources safely
- \*Show a preference for a dominant hand
- \*Use a range of printing tools
- \*Match an unfamiliar shadow to a picture
- \*Match the letters of their name to name strip with support

### **Knowledge and Skills Taught...**

- \*Run, jump, hop, skip
- \*Hold a body shape
- \*Construct with large construction
- \*Use large construction blocks with safety
- \*Thread objects
- \*Use large tweezers to pick up small items
- \*Copy first letter of name
- \*Cut out a straight line
- \*Draw a house
- \*Trace a simple person
- \*Can use a knife to cut food

## **Literacy**

### **Three and Four Year Olds...**

- \*Actively listen to stories
- \*Can retell familiar stories
- \*Listen to a full story and answer questions
- \*Orally blend 3 syllable words (E-le-phant)
- \*Copy the first letter of name
- \*Match the letters of their name to name strip with support
- \*Say what writing means

#### Phase 1 Phonics Focus Aspects 4 and 5

- \*Develop understanding of rhythm and rhyme
- \*Develop understanding of alliteration
- \*Make various sounds with the voice

### **Knowledge and Skills Taught...**

- \*Talk about key features of a familiar story
- \*Say who was in the story (character)
- \*Say where they were (setting)
- \*Clap name syllables
- \*Give meaning to marks they have made
- \*Use a variety of different materials to make marks
- \*Sing daily rhymes
- \*Know what sound name starts with
- \*Know writing and drawing is different
- \*Deliberately miss out a word in a rhyme, so the children have to fill it in:
- \* Begin to 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
- \*See letters from name in other words

\*Know words are made up of letters

\*Tracing patterns

## Mathematics (Big Little Maths)

### Three and Four Year Olds...

\*Develop fast recognition of up to 3

objects, without having to count them individually ('subitising')

\*Show 'finger numbers' up to 5

Say one number for each item in order: 1,2,3,4,5.

\*Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

\*Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

\*Experiment with their own symbols and marks as well as numerals.

\*Make comparisons between objects relating to size and capacity.

### Knowledge and Skills Taught...

Introduce long/short into list of vocabulary

Understands just right in goldilocks story

Understand when the amount in a group doesn't change (no counting)

Understands all gone

\*Learn all about the number 1,2,3,

\*Subitise using dice patters, different patterns and sizes for the numbers 1,2,3

\*show the correct amount of fingers for 1,2,3

\*Practise counting and ordering numbers up to 3

\*Find the correct numeral for numbers up to 3.

\*Introduce a 5 frame

\*Explore capacity and size of objects linked to Goldilocks story.

\*Learn number rhymes within 5.

Be able to count 1,2,3 – using number rhymes, games, environment

Reading numbers 1,2,3

Matches numerals to number 1-3

Know numbers exist

Find own context to count without purpose

Count within a given context

Can touch and say the object name in a line

Can touch and say one object at a time in a pile

## Understanding the World

History Geography Science R.E Computing

### Three and Four Year Olds...

\*Talk about what they see, using a wide vocabulary.

\*Sense of local community.

\*Know that there are different countries in the world

\*Talk about differences they see in materials as they change (porridge)

\*Explore collections of materials with similar and different properties.

\*Recount past events and news

\*Comment on how to care for living things

\*Explore how things work and change over time

\*Use vocabulary related to the past

\*know how to use a paint app

\*Encourage children to talk about what they see.

\*Model observational and investigational skills.

\*Ask out loud: "I wonder if...?" Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.

## Expressive Arts and Design

Art D.T Music

### Three and Four Year Olds...

\*Plan a 3D construction (Chair for BB)

\*Talk about what they have done/made

\*Evaluate the end result

\*Use a colour for a purpose

\*Explore pastels as a mark making implement

Create a 3D construction from construction kits/junk modelling

\*Draw with texture

\*Use available role play resources to recreate experiences

\*Using costumes to support role play of stories (Home & 3 Bears cottage)

\*Play alongside others involved in the same theme

\*Use available construction and resources to make small world situations

\*Retell a familiar simple story

\*Talk about music they have heard –fast/slow

\*Move to a beat

### Knowledge and Skills Taught...

\*Know how to use a stapler

\*Know how to join bricks in construction kits

\*Explore construction kits (Chair for BB)

\*Select paper for the task – colour, size

\*Follow a colour mixing chart

\*Textiles - Large scale weaving

\*Draw a house

\*Trace a simple person

\*Give puppets and characters a voice

\*Tap out character names

\*Learn simple songs

\*Play fast/slow sounds