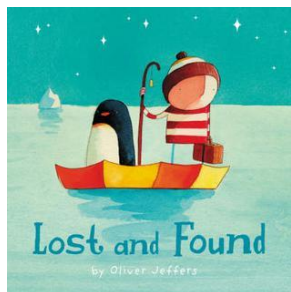


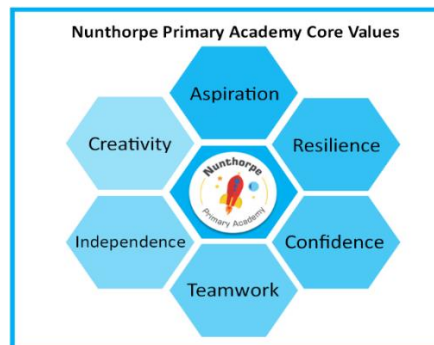


MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy



Winter



Year Group: Nursery
Spring 1 (Year 1 of rotation)

Characteristics of Effective Learning

Playing and exploring – engagement

Active Learning – Motivation

Creating and thinking critically

Finding out and exploring
Playing with what they know
Being willing 'to have a go'

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do.

Having their own ideas
Making links
Choosing ways of doing things

Intent, Vision & Values

This topic explores the theme of winter in a very broad sense. It involves hands on exploration of ice, melting, freezing and weather through a variety of science experiments. Children will use their knowledge to problem solve as a team. Learners will engage with resources and observe the signs of winter as they develop an understanding of the changes in seasons and the effects on their immediate environment as well as those living in colder climates. Storytelling and circle time will be strategically planned to support progression of knowledge and provide children with the opportunities to discuss and share ideas as well as ask questions. Additionally, there will be a 'mini-topic' to introduce Chinese New Year. Children will explore the Chinese culture through rich opportunities and resources in the classroom



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Spring 1 (Year 1 of rotation)

Communication and Language	Skills	Overview
Listening and Attention	<ul style="list-style-type: none">Children can confidently follow and respond to instructions given by the adults within EYFS.Children will demonstrate good recall of main characters and the setting as they listen to stories.Children will maintain their attention by concentrating and sitting quietly when appropriate.	<p>This half term the children will read Lost and Found. They will enjoy listening and retelling the story using small world resources. Adults will model answering questions and retrieving information and then give children the opportunity to share ideas and recall information as they engage in circle time opportunities. During circle time, the children will be encouraged to follow instructions such as sitting quietly and waiting for their turn to speak. Weekly baking and focused snack sessions will also allow children to follow directions and listen to others in small groups. During baking activities, children will recall the steps taken to make fruit ice lollies, polar bear biscuits and sandwich boats.</p>
Speaking	<ul style="list-style-type: none">Children will frequently use a range of tenses with some grammatical errors.Children will increasingly use a rich vocabulary when recreating rules and experiences in play.Children will begin to show early use of complex sentences by expanding phrases linked to their thoughts. E.g "I think the penguins are swimming to find fish".	<p>The role play area will be transformed into an igloo. The children will explore different climates, ways of living and occupations as they practice ice fishing and building igloos. Adults will model and support conversations, listening and responding skills while working with children in the role-play area. The role play area will provide children with the opportunity to share ideas and experiences of winter. The children will be exposed to an investigation table/expedition station where the children can retell stories and act as explorers.</p>

Personal, Social, Emotional Development	Skills	Overview
<ul style="list-style-type: none">Self- Regulation	<ul style="list-style-type: none">Children will express their feelings and begin to understand the impact of their actions towards peers.	<p>As children work in various areas of the classroom, they will be supported by an adult. Friendly behaviour and turn taking skills will be modelled by adults to support children in independently playing alongside peers.</p>



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<ul style="list-style-type: none">Managing SelfBuilding Relationships	<ul style="list-style-type: none">Pupils will begin to manage their feelings when their needs are not instantly met.Through PSHE children will begin to understand Why do I have to be clear about knowing 'yes', 'no', 'I'll ask' and 'I'll tell'?Become increasingly confident as they work in a different part of school during Yoga.Describe themselves positively, discussing their abilities and skills.Children will listen to their peers and begin to respond appropriately in social situations.	<p>The children will gain confidence, socially, as they take part in PE and Yoga sessions, work in new spaces of the school and with new adults. Children will be encouraged to follow other simple rules and instructions during their learning in these sessions. As children follow these rules they will be praised with stickers and move up the rocket. Pupils will talk about themselves positively as they discuss good behaviours that they carry out whilst in Nursery.</p> <p>Adults will continue to form relationships with children by working in areas of the classroom with them, talking about experiences and own interests.</p> <p>Children will be directed to the igloo and small world areas of the classroom. They will work in small groups and be supported to share ideas to develop play. Children will have the opportunity to form and develop friendships by playing group games. Children will play games such as baby bear, baby bear and the name game to help identify names of peers. Children will learn other children's names and find common interests in the classroom. Children will demonstrate friendly behaviours when new pupils join the setting. They will have the opportunity to work with Reception children at key points throughout the day.</p>
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Physical Development	Skills	Overview
<ul style="list-style-type: none">Gross Motor Skills	<ul style="list-style-type: none">Continues to develop movement and balancing skills through the topic of gymnastics in P:E.	As pupils spend time playing in the EYFS outdoor area they will enjoy climbing the equipment and develop their gross motor skills using large balls, tractors, scooters and chinks. During gymnastics,



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<ul style="list-style-type: none">Fine Motor Skills	<ul style="list-style-type: none">Walks downstairs, two feet to each step while carrying a small object.Pupils will demonstrate control when running and negotiate space by adjusting their speed and direction to avert obstacles within the EYFS playground.Children will illustrate increasing control of objects using skills such as pushing, patting, throwing, catching and kicking.Pupils will begin to use one handed tools and equipment as they are scaffolded by adults.	<p>children will learn different balances and jumps and then apply these to musical statues and when walking/moving along the benches and landing off different sized apparatus. Children will play games, which involve running and chasing such as what is the time Mr Wolf? They will move around obstacles to avoid the wolf.</p> <p>Squiggle Whilst You Wiggle session will support gross motor movement as they create large circular, zig-zag and criss cross shapes. Children will have access to the construction area and will be encouraged to build igloos with the blocks.</p> <p>The children will be supported to use scissors as they cut out simple 2D shapes and create a penguin and Chinese lanterns, making small snips in the paper.</p> <p>Weekly mark making activities, based on the story or current interest of the children, will support children's pencil grasp. Children who struggle with pencil grasp will be supported by physical interventions 2/3 times a week. Weekly tinker table activities will be planned to support fine motor development. Children will use name cards to practise name writing each week.</p> <p>The children will practice using their gross and fine motor skills in our explorer's expedition station where they will practice putting on clothing such as gloves, scarf, hat and coats.</p>
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Literacy	Skills	Overview
<ul style="list-style-type: none">Comprehension	<ul style="list-style-type: none">Pupils will accurately describe events, main characters and the setting of familiar stories.Children will show interest in examples of print and hold books the correct way up,	Children will be able to retell the stories, Lost and Found and Poles Apart using some story language, repeated refrains and phrases. They may also apply this in role-play, puppet play, mark making activities and the explorers expedition station. Children



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<ul style="list-style-type: none">• Word Reading• Writing	<p>turning the pages carefully as modelled by an adult.</p> <ul style="list-style-type: none">• Children will understand that print carries meaning and purpose. E.g English is read from left to right and top to bottom.• Through regular sharing and discussion of books and children's ideas, children will use a bank of vocabulary that is influenced by these experiences.• Children will recognise familiar print such as letters from their name and advertising logos.• During phonics sessions, pupils will begin to hear and recognise the initial sounds in words.• Draw feely and make marks that on drawings which they give meaning to.	<p>will listen to a range of stories, which are linked to the key texts for the term (see below for some examples). Children will listen to rhyming stories and practise alliteration and rhyme when completing phonics activities. Children will answer questions about the key texts, using their knowledge of the text and illustrations to support recall.</p> <p>Through carefully planned phonic teaching, children will begin to identify phonics sounds. Adults will support children to sort objects by initial sounds. Children will practise identifying familiar signs and logos. Children will use name cards and self-registration cards to recognise their name. Children will have access topic stories in the reading area.</p> <p>Children will use the handwriting rhymes in phonics sessions to begin to learn letter formation. Children will use whiteboards and pens to practise writing letter sounds. A variety of mark making/ writing opportunities linked to the winter topic, and the books listed below, will give children opportunities to make marks and form letter sounds to represent spoken words and phrases. There will also be opportunities for children to write freely and independently for a variety of purposes. Possibilities include writing lists, messages, labelling a drawing. Children will be encouraged to talk about their drawings and paintings, talking about the marks they have made and explaining what they represent.</p>
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Mathematics	Skills	Overview
<ul style="list-style-type: none">• Number	<ul style="list-style-type: none">• Sometimes, pupils will link and match numerals and amounts correctly. E.g showing	The maths focus for this half term will be sequencing numbers and using positional language. The children will be exposed to numerous maths resources both inside and out. At the start of



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<ul style="list-style-type: none">Number Patterns	<p>the right number of objects to match the numeral.</p> <ul style="list-style-type: none">Ask questions about numbers. <ul style="list-style-type: none">Children will count up to three or four objects by saying one number for each item.	<p>every maths session the children will enjoy singing a range of number songs. They will join in with singing and use actions and fingers to practice counting and representing numbers. Numbers will be used in the role play area for counting ice blocks, numbered fish, numbered penguins etc. Children will practice recognising numbers and sequence them on a washing line spotting mistakes or missing numbers.</p> <p>Children will practise adding and taking away while singing number songs. Children will count actions while playing outdoors and in P.E sessions.</p> <p>Children will use ice cubes and practise addition as they build small world igloos. Children will use small groups of numbers to practise identifying more and less. They will do this through our feeding a penguin activity and practicing their counting. They will be supported to count using 1:1 correspondence.</p>
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Knowledge and Understanding	Skills	Overview
Past and Present	<ul style="list-style-type: none">Children will develop an understanding of natural materials by observing sign of winter and changes in the weather.Pupils will begin to understand the need for caring and respecting living things within the environment as we look into hibernation and make bird feeders for the outdoor area.	<p>In the indoor and outdoor environment children will have the opportunity to talk about changes they have observed in the outdoor environment e.g. frost and ice. The children will take pictures of the signs of winter and talk about them during circle time. Pupils will experiment with different methods of melting ice e.g. (warm water, salt etc.). They will play imaginatively with role play and small world resources. The children will explore fact and fiction texts based on the topic. The children will read stories related to arctic animals and climates. Children will make their own igloos and talk about the differences between their own lives and those of people living in cold climates. The children will</p>



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<p>The Natural World</p> <p>People, Cultures and Communities</p>	<ul style="list-style-type: none">• Children will ask questions about their familiar and natural world such as where they live, using new vocabulary.• Throughout the winter topic, children will enjoy discussing some of the things they have observed, such as plants, animals, natural and found objects.• Recognises and willingly describes special events for family and friends.	<p>investigate ice in different areas of the classroom and outdoor area.</p> <p>Children will ask questions and talk about what they have observed while on a winter walk to the woods. They will collect signs of winter and explore them in a winter interest tray.</p> <p>As children learn about Chinese New Year, they will engage in Chinese culture exploring ways that the Chinese celebrate, lucky traditions, watch dragon parades, how families prepare for the new year and read the Chinese New Year story. Children will have the opportunities to try Chinese food and compare their own family traditions.</p>
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Expressive Arts and Design	Skills	Overview
<p>Creating with materials</p>	<ul style="list-style-type: none">• Children will explore the use of different textiles.	<p>The children will explore various textures as they use different techniques to create different marks using ice painting. Children will use potatoes to create different sized bear pawprints, learn how to use stamping techniques, Children will create polar bear chalk pictures. Whilst reading Lost and Found, children will create their own raft using junk and test it out in the water tray.</p> <p>As the children explore Chinese culture, they will design and make lanterns and red envelopes and discuss the importance of the colour red.</p>



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Being imaginative and expressive	<ul style="list-style-type: none">Children will begin to take part in pretend play and they use an object to represent something else. E.g using a brick as a phone.Children will make simple models using construction resources to express their ideas.Children will enjoy moving to music and making dances.	<p>Children will explore a range of construction resources, in and out of the classroom, to build dens, igloos and create simple models.</p> <p>The children will enjoy watching some dragon parade dances and explore movement as they dance and move to some Chinese music.</p>
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Trips and Experiences	Possible Linked Texts
Melting and Freezing Winter Walk Polar Bear Biscuits	Dot in the Snow One Snowy Night Gruffalo's Child Say Hello to the Snowy Animals Lost and Found

Assessment

During the first two weeks in Nursery, staff will make skilful observations of the children as they play. This information will be used to identify their starting points in all key areas of development. The observations will be recorded in an entry to Nursery narrative document'.

Staff will also regularly record observations using 'Evidence Me', to document learning within the setting. They may also suggest next steps which parents can read and contribute to digitally. Children will draw their own 'pencil portraits' termly and staff will annotate this, commenting on pencil grip and fine motor development.