



Mathematics:

Number:

Uses some number names accurately in play.

Recites numbers in order to 10.

Sometimes matches numeral and quantity correctly.

Counts objects to 10, and beginning to count beyond 10.

Says the number that is one more than a given number.

Suggested activities: Use carpet times to show chn number flashcards to 10, then beyond to 20. Talk about numbers in the environment and sing number songs which encourage counting back and forward.

Orally count to 20 independently.

Learn to start counting from different points on a number track.

Represent numbers to 10 using fingers by playing 'Bunny ears show me...'

Using a number track to discover one more/less than a given number.

Begin to problem solve using number.

Shape, space and measure:

Orders two items by weight or capacity.

Suggested activities: measuring and comparing the sizes of different farm animals.

Ongoing tasks: counting in order to 10, recognising numbers to 10, knowing number of personal significance, touch counting.

Understanding the world:

Enjoys joining in with family customs and routines.

Celebrating Easter- learning the Easter story, going on an Easter egg hunt.

Knows how to operate simple equipment e.g. turns on CD player and uses remote control.

Learn to use and operate the class CD player.

Begin to use IWB to complete simple age-appropriate games.

Notifies detailed features of objects in their environment.

Developing an understanding of growth, decay and changes over time.

Looks closely at similarities, differences, patterns and change.

Talk about and observe the changes over the seasons.

Farm animals: look at the features of animals that live on a farm. Make connections between the mother and the baby.

Begin to talk about and notice how we have changed over time.

Expressive arts and design:

Beginning to make-believe by pretending.

Engages in imaginative role-play based on own first-hand experiences.

Introduces a storyline or narrative into their play.

Role-play area: deconstructed farm/vets

Realises tools can be used for a purpose.

Uses simple tools and techniques competently and appropriately.

Suggested activities: junk modelling-making an animal or farm.

Creating an Easter card/gift.

Sings to self and makes up simple songs.

Makes up rhythms.

Joins in with group singing times, suggested how to change the words in a song in 'Old Macdonald Had a Farm'.

Learning songs from the scheme Sing Up!

Create simple representations of events, people and objects.

Creating pictures of farm animals from own experiences.

Literacy:

Phonics: *Rocket Phonics First Steps*

Reading:

Recognises familiar words and signs such as own name.

Hears and says the initial sound in words.

Suggested carpet time activities: The Big Red Barn initial animal name sound activity.

Suggested activities: chn to identify and say their initial sound. CVC feely bag. Animal names.

Enjoys rhyming and rhythmic activities.

Shows awareness of rhyme and alliteration.

Recognises rhythm in spoken words.

Continues a rhyming string.

Suggested activities: Chn to listen to a series of rhymes, songs/chants and poems i.e. *Old Macdonald had a farm*

Writing:

Distinguishes between the different marks they make.

Sometimes gives meaning to marks as they draw and paint.

Writes own name and other things such as labels, captions.

Suggested activities: animals labelling, initial sound writing.

Ongoing tasks: name writing, hearing/recognising initial letter in their name, writing patterns/mark making opportunities.

Willow Nursery Class Medium Term Plan

Term 4

Topic: *Whose baby?*

Focus: animals names/baby animals/care for animals/Easter

Communication and Language:

Learns new words very rapidly and is able to use them in communicating

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Links statements and sticks to a main theme or intention.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events

Suggested activities: joins in with singing and rhyming activities. Suggests how to change a song, sticking to the theme of farm animals and baby animals.

Involves themselves in role-play, sticking to a theme and intention throughout.

Personal, social and emotion development:

SCARF: Rights and Respect – Looking after myself, looking after others, looking after the environment.

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others

Suggested activities: begins to think about the needs of others and talks about how to take care of others and animals.

Shows understanding and cooperates with some boundaries and routines
Aware of own feelings, and knows that some actions and words can hurt others' feelings

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them (40-60mths)

Aware of the boundaries set, and of behavioural expectations in the setting

Suggested carpet time activities: remembers rules of the environment and plays with others, cooperating and negotiating.

Physical development:

Holds pencil near point between first two fingers and thumb and uses it with good control.

Can copy some letters, e.g. letters from their name.

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Suggested activities: name writing and mark making.

Eats a healthy range of foodstuffs and understands need for variety in food.

Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Suggested activities: begins to talk about what we need to be healthy and grow strong. Makes comparisons with baby animals.

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

Experiments with different ways of moving.

Animal movements.