



Mathematics:

Number:

Uses some number names accurately in play

Recites numbers in order to 10

Sometimes matches numeral and quantity correctly

Shows an interest in representing numbers

Counts objects to 10, and beginning to count beyond 10

Estimates how many objects they can see and checks by counting them

Suggested carpet/ free-flow/ focused activities:

- Use carpet times to show chn number flashcards to 10.
- Talk about numbers in the environment and sing/chant number songs which encourage counting back and forward.
- Orally count to 20 independently.
- Daily counting of 'how many children are here today', encouraging chn to estimate how many chn are here.
- Using 'skywriting pen' to form numbers in the sky, reciting number formation rhymes.
- Matching the amount of objects to the numeral.
- Play games which involve orally counting i.e. hide and seek.

Shape, space and measure:

Beginning to categorise objects according to properties such as shape or size

Shows interest in shape by sustained construction activity or by talking about shapes or arrangements

Uses familiar objects and common shapes to create and recreate patterns and build models

Suggested carpet/ free-flow/ focused activities:

- Properties of 2d shapes-What's in the bag?
- Picking out the shapes in pictures.
- Creating models (for the 3 little pigs) using different shapes.
- Creating fairy-tale characters using shapes.

Orders two items by weight or capacity

Suggested activities: weighing out ingredients to cook and bake with. Comparing the weights using scales.

Understanding the world:

Remembers and talks about significant events in their own experience

Recognises and describes special times or events for family or friends

Chn to talk about special times and events such as their Christmas holiday.

Uses ICT hardware to interact with age-appropriate computer software

Use the IWB to complete simple 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.
- Experience how ingredients change when you cook and bake with them.

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

Suggested carpet/ free-flow/ focused activities:

- Storytelling using actions.
- Role-play masks and props.
- Puppet theatre.

Role-play area: Construction site-3 Little Pigs

Realises tools can be used for a purpose

Uses simple tools and techniques competently and appropriately

Suggested activities:

- Using different tools to cook and bake with.
- Creating houses for the 3 little pigs using a range of materials.

Introduce new music scheme – Sing Up!

Literacy:

Reading:

Repeats words or phrases from familiar stories (22-36mths)

Listens to stories with increasing attention and recall

Describes main story settings, events and principal characters

Suggested carpet/ free-flow/ focused activities:

- Read and retell a series of traditional tales; The 3 Little Pigs, The Little Red Hen, The Gingerbread Man, The Enormous Turnip.
- Story mapping, sequencing, actions, acting out.

Recognises familiar words and signs such as own name

Hears and says the initial sound in words

Suggested carpet/ free-flow/ focused activities:

- Play the initial sound game, *I spy...*
- Chn to identify and say their initial sound.
- Begin to use CVC feely bag.
- Peg letters.
- Daily phonics-begin Phase 2

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: name writing, pencil control, labelling characters from the story.

Willow Nursery Class Medium Term Plan

Term 3

Topic: *Once upon a time...*

Focus: routine and rules/welcoming new children/ noticing change/ using shapes

Communication and Language:

Learns new words very rapidly and is able to use them in communicating (22-36mths)

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

Maintains attention, concentrates and sits quietly during appropriate activity

Able to follow a story without pictures or props

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

Suggested carpet time activities: storytelling, retelling and using actions to tell a familiar story. Sequencing the story.

Uses language to imagine and recreate roles and experiences in play situations

Introduces a storyline or narrative into their play

Suggested activities: role-play area-using masks to retell story, puppet theatre- using puppets and props.

Personal, social and emotion development:

SCARF Unit: **KEEPING SAFE**

Explains own knowledge and understanding, and asks appropriate questions of others

Suggested activities: chn to talk about and comment on how things change when we cook and bake. Share own experiences.

Expresses own preferences and interests

Confident to talk to other children when playing, and will communicate freely about own home and community

Suggested activities: News from home/talk about Christmas holidays.

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

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

Suggested carpet time activities: Link with the terms traditional tales; the animals not helping The Little Red Hen, The Gingerbread Man running away from the man and woman, the animals and people helping to pull out The Enormous Turnip. The Big Bad Wolf blowing down the pig's houses.

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

Suggested carpet/ free-flow/ focused activities:

- "My turn, your turn" writing on whiteboards, patterns- HA chn
- Using your 'skywriting pen' to form letters and numbers
- Begin to introduce 'dough gym' to build strength in the hands.

Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt

Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

Suggested activities: getting ready for outside play

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

Suggested activities: cooking and baking a variety of foods.

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

Suggested activities: Continued understanding of why we need to wash our hands to stop germs spreading.