

Holywell Village First School – Nursery Medium Term Plan Spring A 2020 - **The Selfish Crocodile and Handa's Surprise**

Area of Learning	
<p>Communication and Language</p> <p>Listening and Attention - Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. 22-36 Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 30-50 Maintains attention, concentrates and sits quietly during appropriate activity. 40-60</p> <p>Understanding understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i> Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>). Developing understanding of simple concepts (e.g. <i>big/little</i>). 22-36 Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. 30-50 Responds to instructions involving a two-part sequence.40-60</p> <p>Speaking Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>'I have it'</i>. Uses a variety of questions (e.g. <i>what, where, who</i>). Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>) Beginning to use word endings (e.g. <i>going, cats</i>).22-36 Beginning to use more complex sentences to link thoughts. Can retell a simple past event in correct order). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> 30-50 Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. 40-60</p>	<p>Personal, Social and Emotional Development</p> <p>Making Relationships -Can play in a group, extending and elaborating play ideas. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 30-50 Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. 40-60</p> <p>Self Confidence and Self Awareness Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. 30-50</p> <p>Managing Feelings and Behaviour - Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. 22-36 Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. 30-50 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 40-60</p>
<p>Physical Development</p> <p>Moving and Handling - 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. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. 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. 30-50 Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. 40-60</p> <p>Health and Self Care –Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. 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. 30-50 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. 40-60</p>	<p>Literacy</p> <p>Reading - Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>'Humpty Dumpty sat on a ...'</i>. 22-36 Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Suggests how the story might end. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 30-50</p> <p>Writing - Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 30-50 Gives meaning to marks they make as they draw, write and paint. Writes own name. 40-60</p>

<p>Mathematics</p> <p>Number – Begins to make comparisons between quantities. Uses some language of quantities, such as ‘more’ and ‘a lot’. Knows that a group of things changes in quantity when something is added or taken away. Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’. Recites some number names in sequence. 22-36 Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers.30-50 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Begins to identify own mathematical problems based on own interests and fascinations. 40-60</p> <p>Space, Shape and Measure - Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. 30-50</p>	<p>Understanding the World</p> <p>People and Communities</p> <p>Has a sense of own immediate family and relations. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. 22-36 Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.30-50</p> <p>The World Notices detailed features of objects in their environment. 22-36 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time.30-50</p> <p>Technology - Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. 40-60</p>
<p>Expressive Arts and Design</p> <p>Exploring and using media and materials - Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Explores colour and how colours can be changed.30-50 Explores what happens when they mix colours. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.40-60</p> <p>Being Imaginative Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 30-50 Introduces a storyline or narrative into their play. Chooses particular colours to use for a purpose 40-60</p>	