



Richardson Dees Primary School

Spring 2020 Medium Term Plan

Nursery

Communication & Language

Listening games:

We can listen to others in a whole group, one to one or in small groups

Topic based stories, Over and Over stories and Talk for Writing:

We can listen to stories with increasing attention and recall

We can join in with repeated refrains and anticipate key events and phrases in rhymes and stories

Beginning to understand 'why' and 'how' questions

Whole group, one to one and small group adult led activities:

We can focus our attention

We can follow directions

We can use vocabulary focused on objects

We can new vocabulary that reflects our experiences

PSED

Turn taking collaborative games:

We can play in a group, extending and elaborating our play ideas with our friends

We can be kind and friendly to other children by inviting them to join in with our imaginary games

Use technology and other environments to show and talk about our feelings:

We are aware of our own feelings and how we can hurt others by our words or actions

We are beginning to understand that we may not get what we want and how we can deal with our own emotions

We can feel confident and happy in different social situations and changes in our routines

Jigsaw:

Dreams and goals

	<ol style="list-style-type: none"> 1. Challenge: We can stay motivated when doing something challenging 2. Never giving up: We can keep trying even when something is difficult 3. Setting goals: We can work well with a partner or as part of a group 4. Obstacles and support: We can have a positive attitude 5. Flight to the future: We can help others achieve their goals <p>Healthy me:</p> <ol style="list-style-type: none"> 1. Everybody's body: We can talk about making healthy choice 2. We like to move it move it: We can eat a healthy balanced diet 3. Food glorious food: We can be physically active 4. Sweet dreams: Have tried to keep themselves and others safe 5. Keeping clean: We know how to be a good friend and enjoy healthy friendships 6. Stranger danger: We are beginning to understand how to keep calm with difficult situations
Physical	<p>Drawing, cutting and fine motor adult and child-initiated activities: We can draw lines and circles using our bodies We can safely use one-handed tools and equipment We can hold our pencil between our thumb and two fingers We can copy some letters</p> <p>Gross motor activities, indoor and outdoor: We can join in our Write Dance activities We can observe the effects of activity on our bodies We can manage our own personal care We can manage to dress and undress ourselves</p>
Literacy	<p>Topic based stories, Over and Over stories, Talk for Writing and Letters and Sounds activities: We enjoy rhyming and rhythmic activities We can show an awareness of rhyme and alliteration</p>

	<p>We can recognise rhythm in spoken words</p> <p>We can listen and join in with stories and poems</p> <p>We can join in repeated refrains and anticipate key events and phrases in rhymes and stories</p> <p>We are beginning to be aware of the way stories are structured</p> <p>We can suggest how the story might end</p> <p>We can listen to stories with increasing attention and recall</p> <p>We can describe main story settings, events and principal characters</p> <p>We show an interest in illustrations and print in books and print in the environment</p> <p>We can recognise familiar words and signs such as own name and advertising logos</p> <p>We can look at books independently</p> <p>We can handle books carefully</p> <p>We know that information can be relayed in the form of print</p> <p>We can hold books the correct way up and turns pages.</p> <p>We know that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>We can sometimes give meaning to marks as we draw and paint</p> <p>We can ascribes meaning to marks that we see in different places</p>
Maths	<p>Light and dark mathematical adult led and child-initiated activities:</p> <p>We can use some number names and number language spontaneously</p> <p>We can use some number names accurately in play</p> <p>We can recite numbers in order to 10</p> <p>We know that numbers identify how many objects are in a set</p> <p>We are beginning to represent numbers using fingers, marks on paper or pictures</p> <p>We can sometimes match numeral and quantity correctly</p> <p>We can show curiosity about numbers by offering comments or asking questions</p> <p>We can compare two groups of objects, saying when they have the same number</p> <p>We show an interest in number problems</p> <p>We can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <p>We can show an interest in numerals in the environment</p> <p>We can show an interest in representing numbers</p> <p>We realise not only objects, but anything can be counted including steps, claps or jumps</p>
Understanding the World	<p>Light and Dark Discovery sacks adult and child-initiated activities:</p> <p>Seasons:</p> <p>We can comment and ask questions about aspects of our familiar world such as the place where we live or the natural world</p> <p>We can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>We are developing an understanding of growth, decay and changes over time</p> <p>We can show care and concern for living things and the environment</p> <p>Simple circuits:</p>

	<p>We can talk about why things happen and how things work</p> <p>We can show skill in making toys work by pressing parts or lifting flaps to achieve different effects</p> <p>Easter - Special places and people:</p> <p>We can talk about places and people special that are special to me</p>	
EAD	<p>Painting:</p> <p>Van Gough starry night</p> <p>Dark and light colours</p> <p>We can explore colour and how colours can be changed.</p> <p>We understand that we can use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>We are beginning to be interested in and describe the texture of things</p> <p>We realise tools can be used for a purpose</p> <p>Roleplay:</p> <p>Antarctic:</p> <p>We can engage in imaginative role-play</p> <p>We can build stories around toy</p> <p>We can use available resources to create props to support role-play</p> <p>We can capture experiences and responses with a range of media, such as music, dance and paint and other materials or words</p> <p>Music and Movement (light and Dark):</p> <p>We are developing preferences for forms of expression</p> <p>We can use movement to express feelings</p> <p>We can create movement in response to music</p> <p>We can sing to our self and makes up simple songs</p> <p>We can make up rhythms</p>	
Trips	Wallsend Library	