



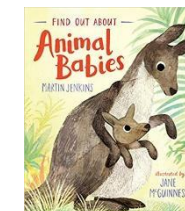
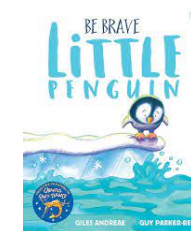
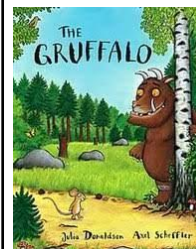
St Michael's Nursery and Infant School

Possible Themes/interests/ lines of enquiry

These themes/ideas may change depending on the children's interests:

- Spectacular Science: Marvellous Materials!
- Astonishing Animals: On the Farm
- The Three Little Pigs
- Chinese New Year
- Why?
- Patterns
- People who help us: Builders
- I can Write!
- Find the Pirate's Treasure
- Making healthy choices
- My Feelings matter
- Postal Service

Focused Texts



Enrichment Experiences:

- Whole school celebration of Chinese New Year (10/02/2024)
- Treasure hunt

- Guest speaker/professional

We use Development Matters to help us create our EYFS curriculum. Every child develops in their own unique way. The milestones below are suggested general focuses for the half term however we will use our professional judgement to support individual needs within their learning journey, adjusting our practice appropriately.

Nursery – Medium Term Planning – Spring 1

Communication and Language	
Focus	Possible Activities
<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words.</p>	<ul style="list-style-type: none"> • sharing high quality texts with the children and providing the children with a language rich environment. • using pictures and asking the children to explain/elaborate e.g. key moments in 'The Three Little Pigs.' • Provide the children with different materials and encourage them to ask questions and introduce specialist language. • Build upon and expand the children's language e.g. 'We went on the bus,' by giving the number/route of the bus and talking about why we needed to use the bus (to go to the town centre).
Personal, Social and Emotional Development	
Focus	Possible Activities
<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<ul style="list-style-type: none"> • Guest speakers enable the children to engage with an unfamiliar adult within the comfort of their own setting. • Short, supervised walks outside the setting e.g. to observe changes in the environment in winter. • Providing opportunities for children to work in groups e.g. building a house out of one of the materials specified in The Three Little Pigs. • Continue to support the children's independence by encouraging them to follow the 'have a go, ask a friend, find an adult' guidance. • Reinforcing the need for good hygiene, regular toilet visits etc.

<p>Make healthy choices about food and drink.</p>	<ul style="list-style-type: none"> • Food tasting-enjoying trying and preparing healthy options and learning about the benefits to our bodies. • Creating pictorial representations that show healthy food from different food groups.
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Physical Development

Focus	Possible Activities
<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Choose the right resources to carry out their own plan e.g. choosing a spade to enlarge a small hole they dug with a trowel.</p>	<ul style="list-style-type: none"> • Continuing to develop our gross motor skills through team activities e.g. 2 teams competing to throw bean bags in a hoop or jump over obstacles. • Providing children with a selection of PE resources and encouraging them to devise their own games. • Changing the provision and resources to meet the needs of individual children e.g. providing resources that require fine motor skills. • The children need to find materials to build another house for one of the pigs in the story that the wolf can't blow down.

Literacy

Focus	Possible Activities
<p>Understand that print can have different purposes.</p> <p>Develop phonological awareness by counting and clapping syllables in words.</p>	<ul style="list-style-type: none"> • Create a Post Office in the writing area, sending letters to INFORM e.g. of an upcoming event at school • Writing a letter to the Head following a class discussion. • Using familiar and new rhymes to clap the 'sounds' they can hear. • Begin familiarisation with sounds/letters through Read Write Inc. • Read high quality texts on a daily basis so that the children become familiar/can retell the story.

Mathematics

Focus	Possible Activities
Say one number for each item in order: 1, 2, 3, 4, 5. Extend and create ABAB patterns-stick, leaf, stick, leaf. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind.'	<ul style="list-style-type: none">• Continue counting objects 1-2-1 and in the correct order.• Use a variety of different objects to create ABAB/repeating patterns e.g. twigs and stones.• Asking the children to position themselves 'behind' or 'in front' of specific objects/asking them to find the correct pictorial to show 'behind.'• Using words and representations to describe a route.• Creating a pirate 'treasure map.'

Understanding the World

Focus	Possible Activities
Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.	<ul style="list-style-type: none">• Experiment with different materials in water to see which float/sink-this will include testing buoyancy and pushing objects under the water.• Use different materials to make a 'heavy' house that the wolf can't blow down.• Explore different properties of materials and how they are similar/different and document our findings.

Creative Development

Focus	Possible Activities
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them. Respond to what they have heard, expressing their thoughts and feelings.	<ul style="list-style-type: none">• Recreate buildings from media in the small world area.• Use construction kits to create their town/environment and use this in relation to basic navigation/maps.• Give the children a real-life problem to solve so that they can select/use appropriate materials e.g. how can we stop our hands/feet getting wet?• Continue with 'circle time,' allowing the children to relate stories, issues or media to their own experiences.

