



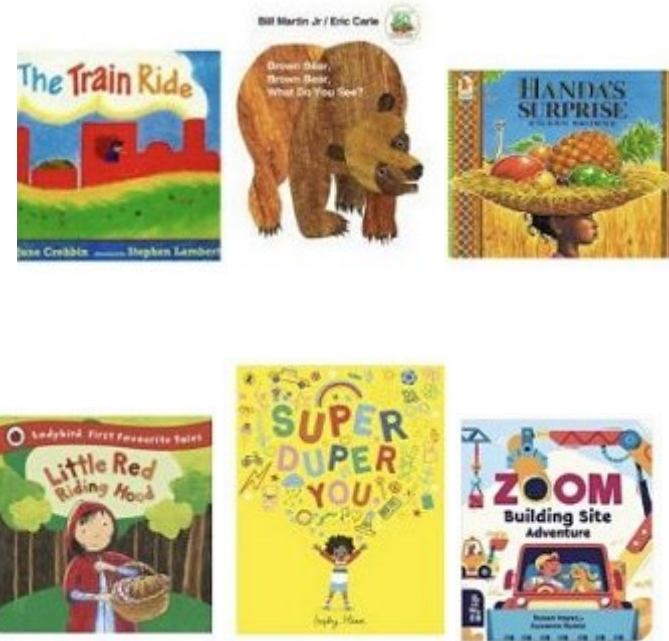
## St Michael's Nursery and Infant School

### Possible Themes/interests/ lines of enquiry

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

- Spring has sprung!
- Marvellous Me!
- When I grow up...
- 'All Around the World!'
- Mother's Day
- People who help us and jobs
- Planting and growing
- Easter

### Focused Texts



### Focus Learning Teddy: Peter Problem Solver

### Enrichment Experiences:

- Easter celebrations across school.
- Visit from a 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 2

<b>Communication and Language</b>	
Focus	Possible Activities
<p>Sing a large repertoire of songs.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Develop their pronunciation but may have problems saying some sounds and multisyllabic words.</p>	<ul style="list-style-type: none"> <li>● Continue to learn the words and actions to a larger range of songs composed of new vocabulary.</li> <li>● Discuss our opinions of the Wolf in ‘Little Red Riding Hood.’</li> <li>● Planning activities around new songs/vocabulary to support new language e.g. providing the children with empty bobbins and wool and learning ‘Wind the Bobbin Up.’</li> <li>● Creating open-ended scenarios using the small world figures e.g. ‘I wonder what would happen if...?’</li> <li>● Exploring alien/unfamiliar objects and encouraging sustained shared thinking and longer responses.</li> <li>● Affording the children opportunities to pronounce sounds within the provision e.g. scavenger hunt to find items such as fish, frog, fork (‘f’).</li> </ul>

<b>Personal, Social and Emotional Development</b>	
Focus	Possible Activities
<p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p>	<ul style="list-style-type: none"> <li>● Working with the children to create signs/visual reminders of rules.</li> <li>● Discussing the importance of rules in ‘circle time.’</li> <li>● Use of media to depict the importance of remaining calm in the face of conflict.</li> <li>● Compile/introduce phrases so that the children can successfully utilise these and convey their feelings e.g. ‘That makes me feel sad.’</li> <li>● Relaxation and breathing exercises.</li> </ul>

## Physical Development

Focus	Possible Activities
Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Show a preference for a dominant hand.  Use a comfortable grip with good control when holding pens and pencils.	<ul style="list-style-type: none"><li>● Using larger apparatus such as a horse during PE.</li><li>● Building an obstacle course within the provision.</li><li>● Musical statues.</li><li>● Using tweezers to pick up/collect small material such as gravel.</li><li>● Pencil control worksheets.</li><li>● Threading activities.</li></ul>

## Literacy

Focus	Possible Activities
Understand the names of the different parts of a book.  Develop phonological awareness by recognising words with the same initial sounds.	<ul style="list-style-type: none"><li>● Putting pictures of the beginning, middle and end in order.</li><li>● Learning 'The Parts of a Book' song.</li><li>● Creating our own class book with a distinct beginning, middle and end.</li><li>● Pondering events based on front cover, title etc.</li><li>● Rhyme time.</li><li>● Replacing initial sounds (spot the odd one out during rhymes).</li></ul>

## Mathematics

Focus	Possible Activities
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<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal mathematical language: 'sides,' 'corners;' 'straight,' 'flat,' 'round.'</p> <p>Notice and correct an error in a repeating pattern.</p>	<ul style="list-style-type: none"> <li>● Counting objects.</li> <li>● Counting rhymes.</li> <li>● Asking the children to retrieve a specific number of objects.</li> <li>● Incorporating numbers into the provision e.g. 5 pens in a pot.</li> <li>● Free play using 2D and 3D shapes.</li> <li>● Using real-life (relatable) objects that represent the children's informal language e.g. a book with 4 corners, a 'round' coin.</li> <li>● Talk about the sequence of events in a story.</li> <li>● Dancing games where a pattern must be followed e.g. clap, jump, clap, jump... Can they spot an error?</li> </ul>
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## Understanding the World

Focus	Possible Activities
<p>Show interest in different occupations.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<ul style="list-style-type: none"> <li>● Learning about different professions and incorporating this into our provision e.g. Doctor's surgery.</li> <li>● Visit to observe a local business e.g. library so that the children can see where librarians work and their responsibilities.</li> <li>● Look at toys, artefacts, pictures etc. from different countries.</li> <li>● Turn the home-corner into an Indian-themed living room.</li> </ul>

## Expressive Arts and Design

Focus	Possible Activities

Create their own songs, or improvise a song around one they know.

Respond to what they have heard, expressing their thoughts and feelings.

Playing instruments with increasing control to express their feelings and ideas.

Sing the pitch of a tone sung by another person ('pitch match').

- Replacing 'Twinkle, twinkle' with alternative, one-syllable sounds.
- Clapping/playing instruments to the pulse of songs.
- Exploring instruments from different cultures.
- Recording a 'music video' whereby the children play their own music.
- Experimenting with different ways that we could play the same instrument e.g. use a stick, hand, play softly etc.