

Percy Main Primary School Nursery Medium Term Planning Summer 2018

Colour Key to Age Bands

16-26

22-36

30-50

40-60+

Children will be given opportunities to learn to

| | | | |
|---|--|---|---|
| <p>Personal, Social and Emotional Development</p> | <p>Self-Confidence and Self-Awareness Explore new toys and environment. Engage in pretend play with toys. Carry out tasks independently. Separate from main carer happily. Express own preferences and interests. Select and use activities with help. Carry out small tasks. Meet unfamiliar people/new situations Talk to peers when playing. Speak to others expressing own needs, wants, interests and opinions. Talk about themselves and their abilities positively.</p> | <p>Managing Feeling and Behaviour Demonstrate awareness of others' feelings. Respond positively to a few boundaries with support. Learn that some things are theirs, some are shared and some things belong to other people. Express own feelings. Respond positively to the feelings/wishes of others. Demonstrate awareness that some actions can harm others. Demonstrate empathy. Inhibit own actions/behaviour in order to co-operate with boundaries/rules/routines Accept the needs of others demonstrating awareness that some actions/words can hurt feelings. Learn to tolerate delay if needs not immediately met. Learn how to adapt behaviour to different events. Understand that their own actions affect other people. Develop awareness of set boundaries and behavioural expectations. Begin to negotiate and solve problems without aggression.</p> | <p>Making Relationships Play alongside others. Explore setting with adult support. Play co-operatively with an adult. Become interested in others' play and start to join in. Seek out others to share experiences. Show affection and concern for people special to them. Begin to form friendships. Play in a group, extending and elaborating play ideas. Initiate play by offering cues to peers to join them. Keep play going by responding to what others say or do. Demonstrate friendly behaviour such as initiating conversations and forming good relationships with peers and familiar adults. Initiate conversations attending to and taking account of what others say. Explain own knowledge and understanding. Ask appropriate questions of others. Take steps to resolve conflict with another child.</p> |
| <p>Communication and Language</p> | <p>Listening and Attention Enjoy rhythmic patterns in rhymes and stories attempting to join in with actions or vocalisations. Listen to and join in with rhymes and stories. Recognise and respond to familiar sounds. Listen attentively to stories recalling some events, joining in with repeated refrains and anticipating key events/phrases. Follow directions Maintain attention, concentrate and sit quietly during activity.</p> | <p>Understanding Select and name familiar objects. Understand simple sentences. Identify action words such as jumping using actions and pictures. Understand more complex sentences (Put your toys away and then we'll read a book.) Understand 'who' 'what' 'where' in simple two word questions. Develop understanding of simple concepts such as size. Understand use of objects (What do we use for cutting?) Understand prepositions (e.g. under, on top, behind) Respond to simple instructions. Understand 'why' and 'how' questions. Respond to questions involving a two part sequence. Listen and respond to ideas expressed by peers/adults. Understands humour eg nonsense rhymes/jokes. Able to follow a story without pictures of props.</p> | <p>Speaking Begin to put two words together and use different types of everyday words (nouns, adjectives, verbs) to ask simple questions and talk about people and things that are not present. Use language to widen contacts, share feelings, experiences and thoughts. Learn new words and use them in communicating. Use simple sentences. Use 'and' 'because' in sentences. Retell a past event in order. Explain what is happening, anticipate what might happen next and recall/relive past experiences. Question why things happen and give explanations. Use a range of tenses, intonation, rhythm and phrasing. Build up and use a wide and varied selection of vocabulary. Use language to imagine and recreate roles and experiences in play situations. Link statements and stick to a main theme or intention. Introduce a storyline/narrative into their play.</p> |

| | | |
|--|---|--|
| <p style="text-align: center;">Physical Development</p> | <p>Moving and Handling Make connections between their movements and the marks they make. Run safely on whole foot. Squat with steadiness and rise without using hands. Climb confidently and pull themselves up on play equipment. Kick a large ball. Turn pages in a book (sometimes several at once) Develop control in pouring, hammering, mark-making. Begin to use tripod grip to hold writing tools. Imitate drawing simple shapes such as circles and lines. Begin to show preference for dominant hand. Move freely with confidence in a range of ways. Use alternate feet to mount steps/climbing equipment. Run skilfully and negotiate space successfully adjusting direction/speed to avoid obstacles. Stand momentarily on one foot. Catch a large ball. Draw lines/circles using gross motor movements. Use one-handed tools/equipment (snip paper with scissors) Uses tripod grip to hold writing tools near the point. Copy some letters. Experiment with different ways of moving. Jump off an object and land safely. Negotiate space successfully when racing/chasing with other children. Travel with confidence around/under/through/over etc. balancing/climbing equipment. Show preference for dominant hand. Begin to retrace vertical lines use anticlockwise movement. Begin to form recognisable letters.</p> | <p>Health and Self-Care Develop own likes/dislikes in food/drink through trying new food, texture and tastes. Clearly communicate wet/soiled nappy/pants. Develop awareness of bowel/bladder urges. Develop awareness of what a toilet is used for. Help with dressing/undressing and hygiene routines. Clearly communicate need for toilet. Begin to recognise danger and seek support from adults when needed. Help with clothing (unzips zip, put on hat, take off unbuttoned shirt). Say if they are hungry, tired or want to rest/play. Observe the effect of activity on their bodies. Develop understanding that tools/equipment have to be used safely. Attend to toileting needs most of the time themselves, washing and drying hands. Dress with help (pulls up own trousers, pulls up zip once fastened at the bottom). Eat a healthy range of food and understand need for variety. Be dry and clean during the day. Become aware of good practices with regard to exercise, eating, sleeping and hygiene. Develop understanding of the need for safety when tackling new challenges. Learn how to transport and store equipment safely.</p> |
| <p style="text-align: center;">Literacy</p> | <p>Reading Develop an interest in books. Become familiar with a range of literature and develop favourites. Repeat words/phrases from familiar stories. Fill in the missing word in known rhymes, stories etc. Take part in rhyming, rhythmic and alliteration activities. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Develop awareness of the way stories are structured. Make suggestions as to how a story might end. Recall events/characters from a familiar story. Show interest in illustrations and print in books/environment. Recognise familiar words such as their own name, ad logos. Look at books independently, handling and holding them appropriately. Understand that information can be relayed as print and in English is read left to right, top to bottom. Continue a rhyming string Hear and say the initial sound in words Link sounds to letters naming and sounding letters of the alphabet.</p> | <p>Writing Distinguish between the different marks they make. Give meaning to some of the marks they make. Ascribe meaning to marks they see in different places. Give meaning to marks they make as they draw, write and paint. Continue a rhyming string. Hear and say the initial sound in words. Blend up to three sounds to make a word. Link sounds to letters naming and sounding letters of the alphabet. Use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name and other familiar words.</p> |

| | | | | |
|--------------------------------|---|---|---|--|
| Mathematics | <p>Numbers 8-20 Develop and awareness of number names through action rhymes and songs. Begin to organise and categorise objects. Say counting words in play. Give one or two objects on request. Recite number names in sequence. Use symbols and marks to represent ideas of number. Make comparisons between quantities using language such as more, a lot. Use number names accurately in play, reciting numbers up to 10. Demonstrate awareness of cardinal number. Match numeral and quantity correctly. Compare two groups of objects saying when they have the same number. Use fingers/marks on paper or pictures to represent number. Use mathematical language to discuss problems and ask questions. Notice and comment on numbers in the environment. Understand that anything can be counted. Recognise numerals. Counts objects with 1-1. Count out six objects from larger group. Selects the correct numeral to represent 1 to 5 then 1 to 10 objects. Estimate how many objects they can see and checks by counting.</p> | <p>Shape, Space and Measure Attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Use blocks to create own simple structures and arrangements. Enjoy filling & emptying containers Associate a sequence of actions with daily routines. Notice simple shapes and patterns in pictures. Begin to categorise objects according to properties such as shape or size. Begin to use the language of size. Understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipate specific time-based events such as mealtimes or home time. Demonstrate interest in shape by sustained construction activity or by talking about shapes or arrangements. Demonstrate awareness of similarities of shapes in the environment. Use positional language. Use shapes appropriately for tasks. Begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Use mathematical names for 2D shapes. Describe position of objects such as behind/next to. Orders two or three items by length or height. Orders two items by weight or capacity.</p> | | |
| Understanding the World | <p>People and Communities Curious about people and shows interest in stories about self and family. Enjoy pictures and stories about themselves, their families and other people. Have a sense of own immediate family and relations. In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. Begin to have own friends. Learn that they have similarities and differences that connect them to, and distinguish them from, others. Show interest in the lives of people who are familiar to them. Remember and talk about significant events in their own experience. Recognise and describe special times or events for family or friends. Shows interest in different occupations and ways of life. Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoy joining in with family customs and routines.</p> | <p>The World Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Remember where objects belong. Match parts of objects that fit together, e.g. puts lid on teapot. Enjoy playing with small-world models such as a farm, a garage, or a train track. Notice detailed features of objects in their environment. Comment 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. Talk about why things happen and how things work. Develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment. Look closely at similarities, differences, patterns and change.</p> | <p>Technology Show interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. Seek to acquire basic skills in turning on and operating some ICT equipment. Operate mechanical toys, e.g. turns the knob on a wind-up toy or pull back on a friction car. Know how to operate simple equipment, e.g. turns on CD player and uses remote control. Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Know that information can be retrieved from computers Complete a simple program on a computer. Use ICT hardware to interact with age-appropriate computer software.</p> | |

| | | |
|-----------------------------------|---|---|
| Expressive Arts and Design | <p>Exploring and Using Media and Materials</p> <p>Explore and experiment with a range of media through sensory exploration, and using whole body. Begin to move to music, listen to or join in rhymes or songs. Notice and is interested in the effects of making movements which leave marks. Join in singing favourite songs. Create sounds by banging, shaking, tapping or blowing. Experiment with blocks, colours and marks. Enjoy dancing and ring games. Sing a few familiar songs. Imitate movement in response to music sometimes rhythmically. Tap out simple repeated rhythms. Explore and learns how sounds can be changed. Explore colour and how colour can be changed. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Begin to be interested in and describe the texture of things. Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Join construction pieces together to build and balance. Realise tools can be used for a purpose. Begin to build a repertoire of songs and dances. Explore the different sounds of instruments. Explore what happens when they mix colours. Experiment to create different textures. Understand that different media can be combined to create new effects. Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately. Select tools and techniques needed to shape, assemble and join materials they are using.</p> | <p>Being Imaginative</p> <p>Express self through physical action and sound. Pretend that one object represents another, especially when objects have characteristics in common. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending. Uses music to express feelings. Create movement in response to music. Sing to self and makes up simple songs. Make up rhythms. Engage in imaginative role-play based on own first-hand experiences. Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Use available resources to create props to support role-play. Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. Create simple representations of events, people and objects. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Choose particular colours to use for a purpose. Introduce a storyline or narrative into their play. Play alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p> |
|-----------------------------------|---|---|