

Nursery Medium Term Planning Spring 1- The Gruffalo's Child
Value - Compassion

Key experiences this term

- Feeling ice and comparing hot and cold
- Making a snowman biscuit
- Experiencing winter weather

Key vocabulary this term

Understanding the World

Hot, cold, freeze, ice, world, map, melt, freeze, animal names, winter, seasons, countries,

Personal, Social and Emotional Development

Family, mummy, daddy, brother, sister, grandparents, friend, love, kindness, friendship, care, compassion, respect, look after, sharing,

Expressive Arts and Design

Print, press and lift, draw, mix, stick, collage

Physical Development

Snip, cut, turn, twist, run, skip, hop, backwards, forwards.

Development Matters/ Birth to Five Matters links

PSED

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Communication and Language

Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Physical Development

Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips

Literacy

• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. •

Maths- SSM

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4, 5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • . • Solve real world mathematical problems with numbers up to 5. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Talk about and identifies

the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.

Understanding the World

Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Respond to what they have heard, expressing their thoughts and feelings. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

2 phonics 3 maths every week	Focus Text	Adult led activity	Adult led activity	Adult led activity	Adult led activity	Adult led activity	Adult led activity	Indoor Enhanced Provision	Outdoor Enhanced provision
Week 1 - 6 th January (4 days)	Squirrel's Snowman	Sorting summer and winter clothes	Make snowman biscuits	Act out the story pretending to be squirrel.	Bowl of warm water and a bowl of ice. Words to describe and compare.	Weather chart.		Decorate a snowman painted onto a tuff tray Snowy world small world White playdough- make a snowman	Freeze berries, orange slices, conifer in ice
Week 2 - 12 th January	The Gruffalo's Child- animals (snake, owl, mouse, fox)	Colour mixing orange to paint the fox- use a branch to do the tail.	Winter berries feed the birds- make fat balls	Snakes- pattern and ordering longer and shorter.	'Mouse Paint' book. Making wellie prints and look at patterns. (Outside)	Owls- toilet rolls and sticking feathers on.	Collage a winter forest	Small world- Gruffalo's Child. Loose parts- sticks to build a log pile house.	Gruffalo Café- mud kitchen (see Pinterest) Loose parts- planks to build a log pile house.

								Fork painted Gruffalo (see Pinterest)	
Week 3 - 19th January	The Snow Thief	Read the story- what happens in winter? Children share their ideas.	Make our own simple board game in a tuff tray, to collect squirrel's nuts- dice to 3.	Freezing and melting. Using salt to melt.	Fine motor and cutting activity- Cut out circles to make a snowman	Look at pictures of snowflakes and discuss the shapes. Have circles of black paper and children draw snowflakes with chalk (adult led)	Winter provocation table, looking at pictures of winter, how does it feel? What do we need to wear?	Ice painting Breaking toys out of ice Hot chocolate station role play (hats and scarves) White sparkly playdough- snowflakes to print into Cotton wool balls, clear plastic cups with a snowman face and	

								tweezers to fill.	
Week 4 - 26 th January PGCE student starts	And tango makes three or Cuddly Dudley	Read the story and talk about different types of families. Look at Twinkl photo pack of families.	Sorting animals which live in hot and cold places- look at a globe.	Family photos on Tapestry. Draw pictures of who lives in my house.	Have a large world map on the floor and look at where family members live.	Octonauts and Emperor Penguins series 4 ep 10		Toilet roll penguin Cornflour, blue paint, water. Frozen planet pallet	Penguin (in ice) slide-down a slope, spray with fairy liquid
Week 5 - 2 nd February y	Polar Bear, Polar Bear	Read the story a few times for children to start joining.	What other animals could we add to the story. Start making our own versions (of animals that live in this country). Make a floor book over a few days.	Tapestry- pictures of their pets- make a pictogram. Children cut out the picture of their pet/ pet that they like.	Sorting activity- is it a pet or is it not a pet?			Pet shop role play Pet food pouring and scooping into bags Making paw prints in playdough with little plastic animals	
Week 6 - 9 th February y	Guess How Much I Love You	Make love heart biscuits - piping with red icing	Playing card maths - play pairs with the numbers on the	Make a love wall - circle time - who do they love - mark make on love	Linked to internet safety - why is it important to be kind?	Toilet roll heart printing - colour wash paper and then heart print on to		Red table/pink table Love heart colouring	Bubbles - blowing different shapes

<p>Marvello us Me Monday</p> <p>Tues- Internet Safety Day</p> <p>Sat- Valentin es Day</p>			<p>playing cards - 1 - 5</p>	<p>hearts and make a love tree on the wall.</p>	<p>How can we be kind? Circle time - catch children being good and give stickers to children for showing kindness.</p>	<p>the paper using a bent toilet roll tube</p>		<p>Pink playdough</p> <p>Flowers to draw</p>	
<p>Story and rhyme time</p>	<p>Other stories-</p>								