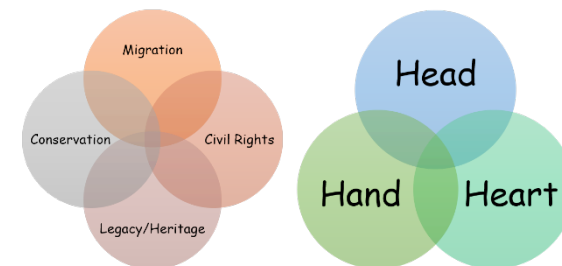


Riversdale Primary School

Medium Term Planning



Year Group	Nursery
Topic	Land, Sea and Sky
Vocabulary	journey, train, aeroplane, passport, beach, ocean, mountain, forest, grassland, rainforest, jungle, desert, river, lake, sea, island, similarity, difference, farm, tractor, harvest

Learning Overview

This half term we will be getting ready for the transition to Reception and moving on to new schools.

We will think and talk about how it feels to go somewhere new.

We will talk about being assertive and how to resolve conflict, understanding how others might be feeling and using thoughtfulness to develop positive interactions.

We will continue to build on our understanding of how to respect and care for the natural environment and all living things.

We will go on walks around our local environment.

We will talk about how we travel to school.

We will talk about journeys and different modes of transport to travel to different places.

We will talk about places we have observed in photographs and experiences we have had in real life.

We will make seaside paintings using wax resist and watercolours.

We will build sandcastles in the sand tray and explore sea life found in rockpools in the water tray.

We will be making and decorating Father's Day cards.

We will prepare for our trip to Bocketts farm-we will talk about safety on the farm – machinery, washing hands etc.

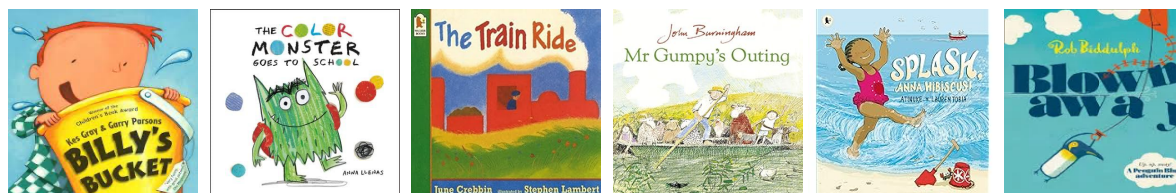
We will learn about farm animals and their babies.

We will learn about what grows on a farm that we can eat.

We will make healthy food for snack time like fruit smoothies and vegetable wraps.

Quality Stimulus Text(s)

Supporting texts will link closely to transition, emotional intelligence, resilience and travel/journeys.



Linked UNCRC Articles

Rule of law

Children understand their own and others' behaviour.

To understand that we have classroom rules that help us to be safe and help us learn together.

To understand that breaking class rules has consequences.

Democracy- making decisions together.

Children are encouraged to take turns and share.

Children are encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.

To take a class vote on chosen topic.

Individual liberty

Freedom for all children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning. Risk taking.

Mutual respect and tolerance

Children to celebrate different festivals and share experiences of all cultures and faiths.

Children to learn to take turns to talk and listen to each other.

Adults to provide resources and activities that challenge gender, cultural and racial stereotyping.

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Learning:		
		Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Communication & Language	<ul style="list-style-type: none"> 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 a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> Children will 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. Children will be able to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> We will learn new vocabulary around our topic and transitions/change and summer holidays. We will start to blend simple words and orally segments simple words by copying an adult. We will suggest a word to rhyme with a given word. 	<ul style="list-style-type: none"> Listening to one another and sharing ideas.

	<ul style="list-style-type: none"> • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation. • Use longer sentences of four to six words. • Start a conversation with an adult or a friend and continue it for many turns. 			
Mathematics	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • 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. • 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’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. 	<p><u>Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> • Children will be able to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Children will experiment with their own symbols and marks as well as numerals. • Children will be able to solve real world mathematical problems with numbers up to 5. • Children will be able to compare quantities using language: ‘more than’, ‘fewer than’. • Children will notice and correct an error in a repeating pattern. • Children will begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then... <p><u>Shape</u></p> <ul style="list-style-type: none"> • Children will be able to combine shapes to make new ones – an arch, a bigger triangle, etc. 	<ul style="list-style-type: none"> • We will match numbers up to 5 in a game. • We will recite numbers past 5 • We will describe a familiar route from my house to school. • We will use positional language correctly during role play and small world play. 	<ul style="list-style-type: none"> • Listen to one another respectfully. • Approach problem solving with curiosity. • Solve problems with a systematic approach. • Engage in discussion with a partner or as a part of a group.

	<ul style="list-style-type: none"> • 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. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. ' 			
PSED	<ul style="list-style-type: none"> • 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. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> • Children will be able to talk with others to solve conflicts. • Children will develop appropriate ways of being assertive. • Children will develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> • We will prepare for transition into Reception. • We will model how to listen to someone else and agree or compromise. • We will play turn taking games. • We will remind ourselves about the importance of following rules. • We will support the children to increase their independence in meeting their own needs. 	

	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 			
Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • 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. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly 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. 	<ul style="list-style-type: none"> • Children will use a comfortable grip with good control when holding pens and pencils. • Children will start taking part in some group activities which they make up for themselves, or in teams. • Children are increasingly able to use and remember sequences and patterns of movements which are related to music and rhyme. • Children can collaborate with others to manage large items, such as moving a long plank safely or carrying large, hollow blocks. • Children start to eat independently and learn how to use a knife and fork. 	<ul style="list-style-type: none"> • We will begin to use a balance bike by sitting and walking. • We will follow sequences of movements in directed activities using vocabulary such as; 'gallop', 'slither' and 'crawl'. Along with vocabulary such as 'follow', 'lead', 'copy'. • We will begin to play team games when modelled and supported by adults. • We will mark make and use a comfortable grip with good control when holding pens and pencils. • We will be able to use blunt tip scissors with increasing confidence. 	<ul style="list-style-type: none"> • Work collaboratively and share ideas.

	<ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. 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	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning the names of the different parts of a book print can have different purpose page sequencing we read English text from left to right and from top to bottom. Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that 	<ul style="list-style-type: none"> Children will be able to write some letters accurately. Children will develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes. count or clap syllables in a word. recognise words with the same initial sound, such as money and mother. 	<ul style="list-style-type: none"> We will continue to regularly share books and encourage discussion of children's ideas and responses. We will read more complex stories to help children to learn a wider range of vocabulary. We will encourage children to 'write for a purpose' within the provision. We will continue a weekly name writing focus. We will continue to target NELI and SALT groups. We will play initial sound matching games – sound soup etc 	

	starts at the top of the page; writing 'm' for mummy.			
Understanding the world	<ul style="list-style-type: none"> • 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. Show interest in different occupations. • Explore how things work. Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Children will explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> • We will explore natural objects from the seaside – shells, sand, pebbles etc. • We will do Scientific investigations – floating and sinking. • We will observe different forces: how the water pushes up when they try to push a plastic boat under it. • We will discuss summer seasonal changes and sun safety. • We will compare a hot and cold climate. 	
Expressive Art & Design	<ul style="list-style-type: none"> • 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. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city 	<ul style="list-style-type: none"> • Children will be able to play instruments with increasing control to express their feelings and ideas. • Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> • We will have weekly music circle time sessions to explore musical instruments. • We will create seaside paintings using water paint and discuss how the water changes the appearance of the paint. • We will create Sand paintings. • Set up role play area as a travel agent. 	<ul style="list-style-type: none"> • Create collaboratively sharing ideas, resources, and skills.

	<p>with different buildings and a park.</p> <ul style="list-style-type: none"> • Explore colour and colour-mixing. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. • 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. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. 			
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Outdoor Learning	<ul style="list-style-type: none"> • Remembers what they saw on previous spring walk around coronation gardens. • Uses den making equipment to make a shelter. • Can name the seasons. • Knows what seeds and plants need to grow well. • Helps to look after our growing plants. 	<ul style="list-style-type: none"> • Children will talk about what they saw on their walk around the local area. • Children will be able to talk about how they travel to school. • Children will learn how to build a simple shelter/bird feeder/bug hotel. • Children will be able to describe different kinds of weather. • Children will learn that different animals live in different places (habitats). • Children will learn about the plants and animals a farmer looks after. 	<ul style="list-style-type: none"> • We will take a walk around our local area, noticing different buildings and street furniture. • We will do a traffic survey. • We will build dens, wind breaks, tents. • We will visit some local habitats - woodland, river, and gardens. • We will observe the weather at school as part of our morning routine. • We will make a fruit smoothie out of the fruit we have grown in the nursery garden. • We will visit a farm! 	<ul style="list-style-type: none"> • We will think what it's like to be part of a community that includes our school and other people too. • We will think about how different kinds of traffic impact our area and our world. • We will compare how we feel when we are inside a special shelter. • We will think how important a habitat is to the creatures that live there. • We will talk about our favourite kind of weather. • We will think about how important it is to look after plants - so that they are cared for and grow well, so that we have food, so that we have a green planet. • We will meet farm animals and behave gently towards them.
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