|  |
| --- |
| **Saint Mary’s Catholic Primary Academy** **Nursery Medium Term Plan****Lent 2 – Farm to Fork** |
|  | **20/2/23** | **27/2/23** | **6/3/23** | **13/3/23** | **20/3/23** | **27/3/23** |
| **Significant events** | Pancake day 21/2/23Ash Wednesday22/2/23 | World book day 2/3/23 | Hook day dress up as farmer or farm animal 8/3/2022 | World science weekRed nose day 17/3/23Mother’s day 19/3/23 | Poetry day 21/3/23World Maths day23/3/23 | Easter  |
| **Nature Focus** | Hens | Nests | Mud | Milk | Seeds | Vegetables  |
| **Nursery Rhymes** | Old Macdonald | Three Blind Mice | Hickory Dickory Dock | Pat a Cake | Here is the Bee Hive | Hot Cross Buns |
| **Book Focus** | The Little Red Hen | Jack and the Beanstalk |
| **Vocabulary** | Little, plant, cut, make, flour, wheat, windmill, hen, rat, cat, dog. | Beanstalk, golden, poor, scared, hen, harp, gold, giant, beans. |
| **Adult Input** |
| **RE** | Learning intentionTo know the joy of gathering to listen to God’s Word.SkillsChildren will be able to talk about how they feel when they gather to listen.Adult input-Look at the picture of jesus talking to the children. - Think of a time we gather. -gather to listen to the story from the bible.Follow up activities 1. use feelings pictures for children to show how it feels listening to God’s word.2. draw self to add to the picture of Jesus talking to the children3. Act out the story | Learning intentionTo know when we gather together we share God’s love.SkillsChildren will be able to talk about a time where they have gathered together to share God’s LoveAdult input-Gather together-Complete respond bookletFollow up activities 1. Role play going to church2. explore the bible3.  | Learning intentionTo know how things, grow in natureSkillsChildren will be able to explain how things grow. Adult input-check current knowledge of how things grow- create a disgram of what they need- what do the children will think will happen if we miss one of the things it needs?Follow up activities 1. plant cress and place in different areas of the classroom2.plant bulbs outside3. nature trail looking for things that grow | Learning intentionTo know that lent is a time to grow more like JesusSkillsChildren will be able to write how they can be more like jesusAdult input-Talk about why we celebrate lent. -explain that over the 40 days of lent we can grow and learn to show more love like Jesus. - Pass the cross around the group and say how we are going to be more like Jesus Follow up activities 1. complete a leaf for the Lenten tree2. draw pictures of sharing caring and helping3. write speech bubbles for the pictures  | Learning intentionTo know what good Friday is and why we celebrate EasterSkillsChildren will be able to retell the Easter story.Adult input- ask why we celebrate easter? -what do we do toe celebrate?-watch as video about the easter story-Ask the children to say what happened to check understandingFollow up activities 1. review a hot cross bun2. decorate hard boiled eggs3. sequence the easter story | Learning intentionTo know that Lent is a time to grow more like Jesus and look forward to Easter.SkillsChildren will be able to say that during spring time is when things start to grow. Adult inputAsk what do you wonder about when we grow during lent. What can you do to grow in love?Follow up activities 1. Easter Celebration2. Children to plant some flowers in Jack’s garden3. Children to make their own Easter egg.  |
| **RSE** |  | Learning intentionTo know About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people.SkillsChildren will be able to Engage with story and answer questions Contribute to discussions about how to stay safeAdult inputShow situations that are safe and unsafe ask the children what they think. Follow up activities 1. Children to role play packing for an adventure.2. Children to paint different safe places to play3. Children should match each image with its caption and copy the caption | Learning intentionTo know they are entitled to bodily privacySkillsEngage with the story and answer questions Contribute to discussions about how to stay safeAdult inputAsk: What makes you feel safe around other people?Freddy Teddy storyFollow up activities 1. **Worry Monster** Make a cardboard letterbox ‘monster’ where children can draw or write their worries and post them into the monster’s mouth. Make it clear that you will be looking at the worries and might want to talk to them about them.2. Have children role play sharing good news with their special people. | Learning intentionTo know that medicines make us feel better. SkillsChildren will be able to say who can give them medicine. Adult inputListen to and share stories about taking medicines. Watch video of Dr Datfa. Follow up activities 1. Safe and unsafe item sorting2. Role play looking after your friend.3. | Learning intentionTo know that there are a lot of jobs design to help us.SkillsChildren will be able to engage with the ideas through play. Adult inputWatch Dr Datfa and pose the questions about whether someone the children know has ever needed help.Follow up activities 1. First aid role play2. Junk model emergency vehicle3. Playdough emergency vehicle making.  |  |
| **Maths** | Learning intentionTo know what the number 4 looks likeSkillsChildren will be able to count object to 4.Adult inputWatch number 4 number blocks.Ask the children to count out 4 objects Follow up activities 1. 2.3.4. | Learning intentionTo know what the numeral 4 looks like.SkillsChildren will be able to write the number 4. Adult inputChildren will watch how the number 4 is formed have a go themselves and try and find the number 4.Follow up activities 1. Write the number 42.Find the number 43. Subitise to 44. Order numerals to 4 | Learning intentionTo know what the number 5 looks likeSkillsChildren will be able to count objects to 5. Adult inputWatch number 5 number blocks. Ask the children to complete actions 5 times. Follow up activities 1. Count the corn on the cob.2. Count the wool on the sheep.3. Draw this many objects.4. I spy 5 | Learning intentionTo know that the number 5 can be written.SkillsChildren will be able to write and recognsie the numeral 5Adult inputComparing…Follow up activities 1. Write the number 5 on the board2. count 5 beans 3. order numbers 1-5 | Learning intentionTo know that 6 can be shown on their hands and in other ways. SkillsChildren will be able to count out 6 objects and begin to subitise 6. Adult inputWatch the number blocks 6 episodes. Ask the children to stitch 6 leaves on their beanstalk. Follow up activities 1. Children to use a tens frame to count seeds.2. Children will complete actions 6 times3. Children will use a dice and without counting say the right number.4. Children will go out side and find all the number 6’s. | Learning intentionTo know that the numeral 6 can be written. SkillsChildren will be able to write and order numbers to 6. Adult inputChildren to listen to a make the shape of a 6 in the air. Each to child to have a go at writing it on the board. Follow up activities 1. Paint the number 62. Number 6 formation practise3. Order the easter egg numbers.4. make 6 little Easter eggs. |
| **English** | Learning intentionTo know the sequences of The Little Red HenSkillsChildren will be able to retell the story of The little red hen. Adult inputStory map making.Follow up activitiesG1. Match the animal with its homeG2. Finger puppetsG3. Masks G4. Draw someone the little red hen sees. | Learning intentionTo know the sequence of The Little Red HenSkillsChildren will be able to retell the story of The Little Red HenAdult inputStory map and action practice.Follow up activitiesG1. Life cycle of a chick making.G2. Role play story with puppetsG3. Story map readingG4. Draw pictures of the characters | Learning intentionTo know how a story is structured.SkillsChildren will be able to add their own ideas to the story of The Little Red HenAdult inputRead the story map and edit some parts to change the story with the children accepting their ideas.Follow up activitiesG1. Edit the story map using sticky notesG2. Make breadG3. Role play the storyG4. Read new story. | Learning intentionTo know that words have meaning.SkillsChildren will be able to use the words golden and poor in their play.Adult inputRead Jack and the beanstalk.Introduce new word through T4W Sort objects that match the words. Follow up activitiesG1. Sort object by gold and not goldG2. Colour and learn the names of the charactersG3. Act out the storyG4. Cut and stick the characters. | Learning intentionTo know that a story has an order.SkillsChildren will be able to use language such as beginning middle and end.Adult inputEach day show the children the new part of the story map. Say which is beginning middle and end.Ask the children how did the story start? End? Follow up activitiesG1. Story sequence sorting using picturesG2. Story map drawing. beginningG3. Story map Drawing middleG4. Story map drawing. end | Learning intentionTo know that stories can be changed.SkillsChildren will be able to make up their own version of Jack and the beanstalk.Adult inputOn a large wallpaper roll have the story map drawn with gaps missing. Ask the children to think of something new for Jack to steal and draw in picture on the story map. Follow up activitiesG1. Children to draw themselves climbing the beanstalkG2. Children to make something Jack might want to stealG3. Children to make a giant mask feeling sad or angry.G4. Children to make an apology letter from Jack. |
| **Phonics** | G1. CVC Robot TalkG2. Animal soundsG3. Listening WalkG4. Mrs Brown Box | G1. Rhyming gameG2. Simon saysG3. Listening walk G4. Quiet & LoudG5. Action repeating | G1. Doggy DoggyG2. Don’t wake the babyG3. CVC Robot talkG4. Rhyming cow.G5. Action song | G1. CVC Robot TalkG2. Animal soundsG3. Listening WalkG4. Mrs Brown BoxG5. Cow Chow. | G1. Name initial sound findingG2. Initial sound match G3. Doggy DoggyG4. Simon saysG5. Loud and quiet. | G1. Rhyming gameG2. Simon saysG3. Listening walk G4. Quiet & LoudG5. Action repeating |
| **Indoor Provision**  |
| **Personal Social and Emotional** | DM FocusKnow how healthy eating supports overall health and wellbeing ChallengeMake a healthy lunchbox.ResourcesLunchbox and food cut outs.Vocabulary Healthy, sugar, too much, not enough.  | DM FocusKnow how healthy eating supports overall health and wellbeing ChallengeMake a healthy lunchResourcesLunchbox and food cut outs. Real food options.VocabularyHealthy, sugar, too much, not enough. | DM FocusKnow how healthy eating supports overall health and wellbeing ChallengeTaste healthy foodsResourcesVegetables, fruit, VocabularyHealthy, vitamins, minerals. | DM FocusKnow how healthy eating supports overall health and wellbeing ChallengeResourcesVocabulary | Can you use tooth paste and a toothbrush? | Can you make healthy choices to look after your body? |
| **Physical Development** | DM Focus Match their developing physicals to task and activities in the settingChallengeUse scissors with increasing control.ResourcesVocabulary  | DM FocusMatch their developing physicals to task and activities in the settingChallengeFine motor use tweezers to sheer the sheep. ResourcesTweezers, cotton wool, Velcro, wool ten frame.VocabularyPinch, wool, squeeze, count. | DM FocusMatch their developing physicals to task and activities in the settingChallengeCutting skills to make a picture of the Little red henResourcesRed PaperYellow paperFeathersVocabularyCut, snip, hold. | DM FocusMatch their developing physicals to task and activities in the settingChallengeResourcesVocabulary | Can you dance, clap and jump to the rhythm of a song? | Can you choose the right equipment to build or make something? |
| **Communication and Language** | DM Focus Build vocabulary and use in sentences. ChallengeResourcesVocabulary  | DM FocusBuild vocabulary and use in sentencesChallengeUse vocabulary from Little Red Hen in there play.ResourcesLittle red hen puppets, word cards.VocabularyLittle, red, hen, rat, cat, dog, wheat, plant, cut, make, bake. | DM FocusBuild vocabulary and use in sentencesChallengeAdd new characters to the story map and read the new sentence.ResourcesPost it notesStory map cut outsVocabulary Next, then characters. | DM FocusBuild vocabulary and use in sentencesChallengeResourcesVocabulary | Can you ask another child questions? | Can you tell a familiar adult what you want? |
| **Literacy** | DM Focus To show preference for a dominant hand. ChallengeResourcesVocabulary | DM FocusTo show preference for a dominant hand.ChallengeDraw an animal from the little red hen.ResourcesPencils, crayons felt tips.VocabularyPencil grip. | DM FocusTo show preference for a dominant hand.ChallengeResourcesVocabulary | DM FocusTo show preference for a dominant hand.ChallengeResourcesVocabulary | Can you use your dominant hand to write draw and use scissors?  | Can you say whether you are reading the beginning, middle or end of a book? |
| **Maths** | DM Focus Explore and understand the number 4ChallengeResourcesVocabulary | DM FocusExplore and understand the number 4ChallengeFeed the correct animals 4 scoops.ResourcesAnimal cut outs, scoops, popcorn kernels.VocabularyCount, scoop, four, feed. | DM FocusExplore and understand the number 5ChallengeResourcesVocabulary | DM FocusExplore and understand the number 5ChallengeResourcesVocabulary | Can you match amounts to numerals 1, 2, 3,4, 5 and 6? | Can you write the numerals 1, 2, 3, 4, 5, 6? |
| **Understanding the World** | DM Focus To match animals to their babies. ChallengeResourcesVocabulary | DM FocusUnderstand where animals liveChallengeCan you match the correct animal to its home?ResourcesPicture cards.VocabularyCoop, barn, stable, hut. | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary | Can you plant and sow seeds? | Can you find signs of spring? |
| **Expressive Art and Design** | DM Focus To show different emotions in their drawings and paintings.ChallengeResourcesVocabulary | DM FocusTo show different emotions in their drawings and paintings.ChallengeDraw pictures of friends and family and how you think they are feeling.ResourcesPaperPensCrayonsVocabularySad, Angry, Happy, In Love, Scared. | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary | Can you choose materials to make a blossom tree? | Can you join materials together to make junk model Easter themed items? |
| **Outdoor Provision**  |
| **Personal Social and Emotional** | DM FocusChallengeResourcesVocabulary  | DM FocusTo know what is safe and unsafeChallengeCan they move safely and confidentially outside?ResourcesBikesBuilding equipmentVocabularySafe, Unsafe | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary | Can you put your coat on and try to zip it up? | Can you put your own shoes on? |
| **Physical Development** | DM FocusChallengeResourcesVocabulary  | DM FocusDevelop their movement, balancing, riding and ball skills.ChallengeChildren to play catching, throwing, kicking and rolling games.ResourcesBall.VocabularyCatch, throw, roll, toss, kick. | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary | Can you climb and jump up and down structures? | Can you make a structure of a tractor with support? |
| **Communication and Language** | DM FocusChallengeResourcesVocabulary  | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary  | DM FocusChallengeResourcesVocabulary | Can you ask a child for a turn on a bike? | Can you resolve conflicts over toys? |
| **Literacy** | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary | Can you cut and stick the characters from Jack and the Beanstalk? | Can you draw pictures of the characters from Jack and the beanstalk? |
| **Maths** | DM FocusChallengeResourcesVocabulary | DM Focus Number formationChallengeUse paint to create the number 4.ResourcesA3 print outsPaintingCarrots.Vocabulary4, down, over and down once more. | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary | Can you hop, jump, spin the right amount of times when rolling a dice? | Can you write numerals 1-6 using chalk? |
| **Understanding the World** | DM FocusChallengeResourcesVocabulary | DM FocusUnderstand that birds live in nests.ChallengeBuild a nest using hay, sticks and other natural materials.ResourcesHaySticksRocksVocabularyNest, hatch, lay, rest | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary | Can you notice how the plants are growing outside?  | Can you talk about what you see outside? |
| **Expressive Art and Design** | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary | DM FocusChallengeResourcesVocabulary | Can you make a small or big farm using crates or bricks? | Can you build your own garden?  |