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| **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 21/2/23  Ash Wednesday  22/2/23 | World book day 2/3/23 | Hook day dress up as farmer or farm animal 8/3/2022 | World science week  Red nose day 17/3/23  Mother’s day 19/3/23 | Poetry day 21/3/23  World Maths day  23/3/23 | 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 intention  To know the joy of gathering to listen to God’s Word.  Skills  Children 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 children  3. Act out the story | Learning intention  To know when we gather together we share God’s love.  Skills  Children will be able to talk about a time where they have gathered together to share God’s Love  Adult input  -Gather together  -Complete respond booklet  Follow up activities  1. Role play going to church  2. explore the bible  3. | Learning intention  To know how things, grow in nature  Skills  Children 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 classroom  2.plant bulbs outside  3. nature trail looking for things that grow | Learning intention  To know that lent is a time to grow more like Jesus  Skills  Children will be able to write how they can be more like jesus  Adult 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 tree  2. draw pictures of sharing caring and helping  3. write speech bubbles for the pictures | Learning intention  To know what good Friday is and why we celebrate Easter  Skills  Children 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 understanding  Follow up activities  1. review a hot cross bun  2. decorate hard boiled eggs  3. sequence the easter story | Learning intention  To know that Lent is a time to grow more like Jesus and look forward to Easter.  Skills  Children will be able to say that during spring time is when things start to grow.  Adult input  Ask what do you wonder about when we grow during lent.  What can you do to grow in love?  Follow up activities  1. Easter Celebration  2. Children to plant some flowers in Jack’s garden  3. Children to make their own Easter egg. |
| **RSE** |  | Learning intention  To know About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people.  Skills  Children will be able to Engage with story and answer questions Contribute to discussions about how to stay safe  Adult input  Show 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 play  3. Children should match each image with its caption and copy the caption | Learning intention  To know they are entitled to bodily privacy  Skills  Engage with the story and answer questions Contribute to discussions about how to stay safe  Adult input  Ask: What makes you feel safe around other people?  Freddy Teddy story  Follow 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 intention  To know that medicines make us feel better.  Skills  Children will be able to say who can give them medicine.  Adult input  Listen to and share stories about taking medicines.  Watch video of Dr Datfa.  Follow up activities  1. Safe and unsafe item sorting  2. Role play looking after your friend.  3. | Learning intention  To know that there are a lot of jobs design to help us.  Skills  Children will be able to engage with the ideas through play.  Adult input  Watch Dr Datfa and pose the questions about whether someone the children know has ever needed help.  Follow up activities  1. First aid role play  2. Junk model emergency vehicle  3. Playdough emergency vehicle making. |  |
| **Maths** | Learning intention  To know what the number 4 looks like  Skills  Children will be able to count object to 4.  Adult input  Watch number 4 number blocks.  Ask the children to count out 4 objects  Follow up activities  1.  2.  3.  4. | Learning intention  To know what the numeral 4 looks like.  Skills  Children will be able to write the number 4.  Adult input  Children 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 4  2.Find the number 4  3. Subitise to 4  4. Order numerals to 4 | Learning intention  To know what the number 5 looks like  Skills  Children will be able to count objects to 5.  Adult input  Watch 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 intention  To know that the number 5 can be written.  Skills  Children will be able to write and recognsie the numeral 5  Adult input  Comparing…  Follow up activities  1. Write the number 5 on the board  2. count 5 beans  3. order numbers 1-5 | Learning intention  To know that 6 can be shown on their hands and in other ways.  Skills  Children will be able to count out 6 objects and begin to subitise 6.  Adult input  Watch 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 times  3. 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 intention  To know that the numeral 6 can be written.  Skills  Children will be able to write and order numbers to 6.  Adult input  Children 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 6  2. Number 6 formation practise  3. Order the easter egg numbers.  4. make 6 little Easter eggs. |
| **English** | Learning intention  To know the sequences of The Little Red Hen  Skills  Children will be able to retell the story of The little red hen.  Adult input  Story map making.  Follow up activities  G1. Match the animal with its home  G2. Finger puppets  G3. Masks  G4. Draw someone the little red hen sees. | Learning intention  To know the sequence of The Little Red Hen  Skills  Children will be able to retell the story of The Little Red Hen  Adult input  Story map and action practice.  Follow up activities  G1. Life cycle of a chick making.  G2. Role play story with puppets  G3. Story map reading  G4. Draw pictures of the characters | Learning intention  To know how a story is structured.  Skills  Children will be able to add their own ideas to the story of The Little Red Hen  Adult input  Read the story map and edit some parts to change the story with the children accepting their ideas.  Follow up activities  G1. Edit the story map using sticky notes  G2. Make bread  G3. Role play the story  G4. Read new story. | Learning intention  To know that words have meaning.  Skills  Children will be able to use the words golden and poor in their play.  Adult input  Read Jack and the beanstalk.  Introduce new word through T4W  Sort objects that match the words.  Follow up activities  G1. Sort object by gold and not gold  G2. Colour and learn the names of the characters  G3. Act out the story  G4. Cut and stick the characters. | Learning intention  To know that a story has an order.  Skills  Children will be able to use language such as beginning middle and end.  Adult input  Each 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 activities  G1. Story sequence sorting using pictures  G2. Story map drawing. beginning  G3. Story map Drawing middle  G4. Story map drawing. end | Learning intention  To know that stories can be changed.  Skills  Children will be able to make up their own version of Jack and the beanstalk.  Adult input  On 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 activities  G1. Children to draw themselves climbing the beanstalk  G2. Children to make something Jack might want to steal  G3. Children to make a giant mask feeling sad or angry.  G4. Children to make an apology letter from Jack. |
| **Phonics** | G1. CVC Robot Talk  G2. Animal sounds  G3. Listening Walk  G4. Mrs Brown Box | G1. Rhyming game  G2. Simon says  G3. Listening walk  G4. Quiet & Loud  G5. Action repeating | G1. Doggy Doggy  G2. Don’t wake the baby  G3. CVC Robot talk  G4. Rhyming cow.  G5. Action song | G1. CVC Robot Talk  G2. Animal sounds  G3. Listening Walk  G4. Mrs Brown Box  G5. Cow Chow. | G1. Name initial sound finding  G2. Initial sound match  G3. Doggy Doggy  G4. Simon says  G5. Loud and quiet. | G1. Rhyming game  G2. Simon says  G3. Listening walk  G4. Quiet & Loud  G5. Action repeating |
| **Indoor Provision** | | | | | | |
| **Personal Social and Emotional** | DM Focus  Know how healthy eating supports overall health and wellbeing  Challenge  Make a healthy lunchbox.  Resources  Lunchbox and food cut outs.  Vocabulary  Healthy, sugar, too much, not enough. | DM Focus  Know how healthy eating supports overall health and wellbeing  Challenge  Make a healthy lunch  Resources  Lunchbox and food cut outs. Real food options.  Vocabulary  Healthy, sugar, too much, not enough. | DM Focus  Know how healthy eating supports overall health and wellbeing  Challenge  Taste healthy foods  Resources  Vegetables, fruit,  Vocabulary  Healthy, vitamins, minerals. | DM Focus  Know how healthy eating supports overall health and wellbeing  Challenge  Resources  Vocabulary | 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 setting  Challenge  Use scissors with increasing control.  Resources  Vocabulary | DM Focus  Match their developing physicals to task and activities in the setting  Challenge  Fine motor use tweezers to sheer the sheep.  Resources  Tweezers, cotton wool, Velcro, wool ten frame.  Vocabulary  Pinch, wool, squeeze, count. | DM Focus  Match their developing physicals to task and activities in the setting  Challenge  Cutting skills to make a picture of the Little red hen  Resources  Red Paper  Yellow paper  Feathers  Vocabulary  Cut, snip, hold. | DM Focus  Match their developing physicals to task and activities in the setting  Challenge  Resources  Vocabulary | 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.  Challenge  Resources  Vocabulary | DM Focus  Build vocabulary and use in sentences  Challenge  Use vocabulary from Little Red Hen in there play.  Resources  Little red hen puppets, word cards.  Vocabulary  Little, red, hen, rat, cat, dog, wheat, plant, cut, make, bake. | DM Focus  Build vocabulary and use in sentences  Challenge  Add new characters to the story map and read the new sentence.  Resources  Post it notes  Story map cut outs  Vocabulary  Next, then characters. | DM Focus  Build vocabulary and use in sentences  Challenge  Resources  Vocabulary | 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.  Challenge  Resources  Vocabulary | DM Focus  To show preference for a dominant hand.  Challenge  Draw an animal from the little red hen.  Resources  Pencils, crayons felt tips.  Vocabulary  Pencil grip. | DM Focus  To show preference for a dominant hand.  Challenge  Resources  Vocabulary | DM Focus  To show preference for a dominant hand.  Challenge  Resources  Vocabulary | 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 4  Challenge  Resources  Vocabulary | DM Focus  Explore and understand the number 4  Challenge  Feed the correct animals 4 scoops.  Resources  Animal cut outs, scoops, popcorn kernels.  Vocabulary  Count, scoop, four, feed. | DM Focus  Explore and understand the number 5  Challenge  Resources  Vocabulary | DM Focus  Explore and understand the number 5  Challenge  Resources  Vocabulary | 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.  Challenge  Resources  Vocabulary | DM Focus  Understand where animals live  Challenge  Can you match the correct animal to its home?  Resources  Picture cards.  Vocabulary  Coop, barn, stable, hut. | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | 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.  Challenge  Resources  Vocabulary | DM Focus  To show different emotions in their drawings and paintings.  Challenge  Draw pictures of friends and family and how you think they are feeling.  Resources  Paper  Pens  Crayons  Vocabulary  Sad, Angry, Happy, In Love, Scared. | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | 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 Focus  Challenge  Resources  Vocabulary | DM Focus  To know what is safe and unsafe  Challenge  Can they move safely and confidentially outside?  Resources  Bikes  Building equipment  Vocabulary  Safe, Unsafe | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | Can you put your coat on and try to zip it up? | Can you put your own shoes on? |
| **Physical Development** | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Develop their movement, balancing, riding and ball skills.  Challenge  Children to play catching, throwing, kicking and rolling games.  Resources  Ball.  Vocabulary  Catch, throw, roll, toss, kick. | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | Can you climb and jump up and down structures? | Can you make a structure of a tractor with support? |
| **Communication and Language** | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | Can you ask a child for a turn on a bike? | Can you resolve conflicts over toys? |
| **Literacy** | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | 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 Focus  Challenge  Resources  Vocabulary | DM Focus  Number formation  Challenge  Use paint to create the number 4.  Resources  A3 print outs  Painting  Carrots.  Vocabulary  4, down, over and down once more. | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | 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 Focus  Challenge  Resources  Vocabulary | DM Focus  Understand that birds live in nests.  Challenge  Build a nest using hay, sticks and other natural materials.  Resources  Hay  Sticks  Rocks  Vocabulary  Nest, hatch, lay, rest | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | Can you notice how the plants are growing outside? | Can you talk about what you see outside? |
| **Expressive Art and Design** | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | DM Focus  Challenge  Resources  Vocabulary | Can you make a small or big farm using crates or bricks? | Can you build your own garden? |