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| **Saint Mary’s Catholic Primary Academy**  **Nursery Medium Term Plan**  **Lent 2 – Once upon a time** | | | | | | |
|  | **17/4/23** | **24/4/23** | **1/5/23** | **8/5/23** | **15/5/23** | **22/5/23** |
| **Significant events** | Earth Day 22/4/23 | Hook day 26/4/23 | Early May Bank Holiday 1/5/23  Coronation on Saturday  Coronation Party  5/5/23 | Bank holiday 8/5/23 | Eurovision song contest |  |
| **Nature Focus** | Frogs | Lily pads | Crowns | Porridge | Bears | Hair |
| **Nursery Rhymes** | Round and round the garden | Tommy thumb | 1,2,3,4,5 once I caught a fish alive | 5 little ducks | Piggy went to market | Ring a ring a roses |
| **Book Focus** | I am NOT a Prince | | | Goldilocks and the three bears | | |
| **Vocabulary** | Frog, lagoon, kiss, convince, transform, moon, duty, tadpoles, froglet, slimy. | | | Three, soft, hard, hot, cold, bumpy, compare, broken, porridge, big, small, huge, tiny, boiling, freezing, smashed, | | |
| **Adult Input** | | | | | | |
| **RE** | Learning intention  To know that everyone has good news to share.  Skills  Children will be able to understand and share good news.  Adult input  -Act out what happened to the egg.  -Talk to the children about good news and scribe answers to add to a display.  Follow up activities  1. Paint or draw a picture of some good news you have shared.  2. Have puppets that could be used to tell good news to each other.  3. Set up an office-type role-play area with props e.g. telephones, letters, computer etc. so that they can transmit good news. | Learning intention  To know that Jesus sent a new friend, the Holy Spirit.  Skills  Children will be able to share how they celebrated Easter.  Adult input  -Sing John Burland’s song Early Years CD1 Track 11 The Holy Spirit.  -Read the story again and invite the children to turn their puppet faces from sad to happy as the story progresses.  -Talk about how the disciples changed from feeling sad to being happy.  -Create a banner with the word ‘Alleluia’ on it. Invite the children to decorate it using a range of collage materials in Pentecostal colours e.g. red, yellow, orange etc.  Follow up activities  1. Make happy/sad face puppets  2. Continue Alleluia banner  3. Make mini-wind mills with Pentecostal colours. | Learning intention  To know that the joy and happiness the Good News of Jesus brings  Skills  Children will be able to represent the Holy Spirit.  Adult input  Share a range of activities which explore the effects of the wind e.g.  Blow bubbles on the playground and watch them disappear. Talk about how you blow air into them and the air carries them away.  Fly a kite. Talk about how the wind lifts the kite and helps it to fly.  Watch and listen to a wind chime. Talk about how the wind enables music to be made.  Have a celebration dance with red, yellow and orange streamers using music e.g. Rossini ‘Flight of the Bumble Bee’.  Follow up activities  1. Bubbles, streams, flags and balloons etc. for the children to explore in the wind.  2. Bubble painting  3. Balloon colour counting | Learning intention  To know that there is meaning and purpose behind good news.  Skills  Children will be able to respond to the idea of good news.  Adult input  - Ask the children the key questions for this topic  - Ask the children to talk to each other about last week activities.  Follow up activities  1. End of topic celebration  2. Balloon decorating  3. Flag making | Learning intention  To know that we are all friends.  Skills  Children will be able to say what makes a good friend.  Adult input  Through any of the recommended stories or online resources, explore what it means to be a friend. All the activities being undertaken this first week need to include the following elements:  Follow up activities   1. Make paper chain teddies of friendship. 2. Make a collage with handprints to display. 3. Make friendship bracelets. 4. Hold a teddy bears’ picnic outside. | Learning intention  To know that we can be friends of Jesus.  Skills  Children will be able to make links to Jesus and their school friends.  Adult input  Introduce the children to Jesus as their friend. Refer back to *God’s Story 1* pages 30 and 31  Follow up activities  1. Make a collage of Jesus and his friends. Each group could create a different friend.  2. Add to the collage pictures of themselves to show we are friends of Jesus.  3. Make up a ‘friendship action song’ to include smiling, shaking hands, giving a hug, sharing your sweets etc. to the tune of ‘Here we go round the mulberry bush...’  *This is the way, we share our sweets, share our sweets x 2,*  *This is the way, we share our sweets if we want to be good friends.* |
| **RSE** |  |  | Learning intention  To know that God is love.  Skills  Children will be able to say that loving others comes from Gods love.  Adult input  Discuss what is love.  Holy trinity  Treasure hunt  Follow up activities  1. Have children draw their own heart shapes and write their names inside to remind them that God loves them.  2. Throwing Game Make a big red heart shape saying ‘Love’ and place it on the floor. | Learning intention  To know that a community is a call from God that we should live together.  Skills  Children will be able to gain an understanding of their community.  Adult input  Recap  What is community?  5 loaves and 2 fish.  Follow up activities  1. Children to make 5 loaves and 2 fish and discuss how amazing it is that Jesus could multiply that to feed 5000 people!  2. Have a picnic with children, where you act out the multiplication of food using bread rolls and fish shaped crackers.  3. Have children write about or draw themselves in their different communities. You might like to ask for photos to be sent in from home too. |  |  |
| **Maths** | Learning intention  To know that circles are round and have 1 curved edge.  Skills  Children will be able to say what shape they see by noticing its properties.  Adult input  1)Introduce circles and their properties through songs  2)Circles can be found everywhere.  3)Vocabulary  Follow up activities  1. Use circles to create images.  2. spot the circles in the picture.  3. describe and find the shape. | Learning intention  To know that squares, rectangles and triangles have straight edges and flat faces.  Skills  Children will understand the difference between triangle, square and rectangle.  Adult input  1)Introduce rectangles, squares and triangles through songs  2)These shapes can be found everywhere.  3)Vocabulary of properties.  Follow up activities  1. use triangles, rectangles and squares to create images.  2. build real life things with the shapes.  3. I spy find the shapes. | Learning intention  To know that our daily routine has an order.  Skills  Children will be able to say what they do during the say in order.  Adult input  1)Morning routines  2)School routines  3)Night time routines  Follow up activities  1. role play getting up and going to school  2. pictures of our day to day routine in school and put in order.  3. interactive sequencing activity. | Learning intention  To know that sequencers but things in order.  Skills  Children will be able to use sequencers to say what happens first, next etc.  Adult input  Introduce first next, then and last or finally. Use in context.  Follow 2-3 step instructions game  Order the children using correct language.  Follow up activities  1. Put images in order from routines and use language throughout.  2. Follow simple biscuit recipe butter sugar flour. First next last.  3. word and number card put the children in order. | Learning intention  To know that long and short can be used to describe length.  Skills  Children will be able to compare lengths of different objects.  Adult input  Introduce new vocabulary of longer and shorter.  Measuring with cubes which has more?  Ordering long and short  Follow up activities  1. long and short things sorting.  2. Measure Rapunzel’s hair  3. Order the lengths of the 3 bears beds and chairs. | Learning intention  To know that tall and short can be used to describe height.  Skills  Children will be able to compare heights of different objects.  Adult input  Introduce new vocabulary of tall and short.  Measure the height of different things with cubes. Which is tall and which is short?  Ordering tallest to shortest.  Follow up activities  1. tall vs short tower making  2. Measure how tall I am with bricks.  3. who is the tallest and who is the shortest. Can the children put themselves in order? |
| **English** | Learning intention  To know that words have meaning.  Skills  Children will be able to use new vocabulary in their play.  Adult input  Read story and build story map.  Vocab everyday  Transform  Lagoon  Underneath  Follow up activities  G1. Transforming  G2. Lagoon building  G3. Life cycle of a frog.  G4. Hide underneath things outside. | Learning intention  To know that characters have feelings.  Skills  Children will be able to understand how a charterer is feeling.  Adult input  Read story and build story map  Each day have pictures of parts of the story and ask the children to share their ideas about how the frog or other characters are feeling.  Follow up activities  G1. Can you draw a portrait of a happy face?  G2. Can you match the feelings with what has happened?  G3. Children to test lily pads and other things to see if they float.  G4. Can you match the emoji with how the character feels? (some child can write the word ‘sad’. | Learning intention  To know that a story follows a sequence.  Skills  Children will be able to say what happens at the beginning, middle and end of a story.  Adult input  Read and build story map  Children act out the story using costumes and props.  Identify the missing part of the story  Follow up activities  G1. Story sequence stick and cut  G2. Role play  G3. Royal jewels –make my own crown | Learning intention  To know that words can mean the same.  Skills  Children will be able to use new words that mean the same.  Adult input  Read and build story map  Soft vs hard  What is porridge?  What is the difference between cold and freezing?  What is the difference between hot and boiling?  Follow up activities  G1. Feely bag say how it feels  G2. Cold - Freezing  G3. Porridge making and tasting  G4. Hot – Boiling | Learning intention  To know that characters can make choices  Skills  Children will be able to say what would happen if the character chose differently.  Adult input  Right and wrong  What could Goldilocks have done differently?  Bear family and my family compare.  What if Goldilocks stole your food and broke your things?  Follow up activities  G1. Sort good things and bad things.  G2. Write an apology to the bears.  G3. Draw my family and compare with the bears.  G4. Wanted posters Goldilocks broke my (child’s idea). | Learning intention  To know that a story can be changed  Skills  Children will be able to change the story by swapping the beginning and end.  Adult input  Read the full story and say this time Goldilocks is going to visit someone else’s house.  Goldilocks is going to eat something else.  Compare different people’s hair. Are we all the same?  Follow up activities  G1. Three little pigs house what does Goldilocks do, small world or role play.  G2. What could Goldilocks eat and Hansel and Gretel’s house?  G3. Draw my hairstyle.  G4. End of topic celebration.  Fairy Tale party with Goldilocks and the three bears. |
| **Phonics** | G1. m  G2. a  G3. s  G4. t  G5. Review | G1. i  G2. n  G3. d  G4. p  G5. Review | G1. Bank holiday  G2. g  G3. o  G4. c  G5. Review | G1. Bank holiday  G2. k  G3. u  G4. b  G5. Review | G1. f  G2. e  G3. l  G4. h  G5. Review | G1. r  G2. j  G3. v  G4. w  G5. Review |
| **Fine Motor** | Activity 1  Dough disco  Activity 2  Pen disco  Activity 3  Flipper Flappers  Activity 4  Dough Disco  Activity 5  Pen Disco | Activity 1  Dough disco  Activity 2  Pen disco  Activity 3  Flipper Flappers  Activity 4  Dough Disco  Activity 5  Pen Disco | Activity 1  Dough disco  Activity 2  Pen disco  Activity 3  Flipper Flappers  Activity 4  Dough Disco  Activity 5  Pen Disco | Activity 1  Dough disco  Activity 2  Pen disco  Activity 3  Flipper Flappers  Activity 4  Dough Disco  Activity 5  Pen Disco | Activity 1  Dough disco  Activity 2  Pen disco  Activity 3  Flipper Flappers  Activity 4  Dough Disco  Activity 5  Pen Disco | Activity 1  Dough disco  Activity 2  Pen disco  Activity 3  Flipper Flappers  Activity 4  Dough Disco  Activity 5  Pen Disco |
| **Indoor Provision** | | | | | | |
| **Personal Social and Emotional** | Can I remember to follow instructions? | Can I remember to say please and thank you? | Can I remember to be kind to others? | Can I say how someone is feeling? | Can I understand how I am feeling? | Can find ways to make someone happy? |
| **Physical Development** | Can I put on and zip up my coat? | Can I use scissors to cut accurately? | Can I get myself dressed? | Can I use tweezers to pick things up? | Can I control my pencil to draw and write accurately? | Can I hold my pencil correctly while drawing? |
| **Communication and Language** | Can I talk about the life cycle of a frog using new vocabulary? | Can I use the words from stories in my play? | Can I talk about how materials feel? | Can I talk about who is in my family? | Can I act out working in a specific job? | Can I say what colours I can make by mixing other colours? |
| **Literacy** | Can I order events from a story? | Can I retell the stories using the taught vocabulary? | Can I draw characters from my stories and describe them using taught vocabulary? | Can I order events from a story? | Can I retell the stories using the taught vocabulary? | Can I draw characters from my stories and describe them using taught vocabulary? |
| **Maths** | Can I find shapes by listening to what they look like? | Can I use correct vocabulary to describe shapes. | Can I say what I did first, next and last? | Can I remember what I do every day? | Can I compare the length or different objects? | Can I compare the height of different objects? |
| **Understanding the World** | Can I smell, taste, look, feel and hear different materials? | Can I sort materials by what is the same and what is different? | Can I work out how to use recording devices? | Can create a moving object? | Can explore how a tablet works. | Can I take a photo on a tablet? |
| **Expressive Art and Design** | Can I sing songs in tune? | Can I jump to the beat of a song? | Can I use different colours to decorate a royal crown? | Can I use instruments to express feelings? | Can I say what colours I need to make an new colour? | Can I make mix colours to make Goldilocks’ hair a new colour? |
| **Outdoor Provision** | | | | | | |
| **Personal Social and Emotional** | Can I help someone when they are hurt? | Can I remember to keep safe while climbing? | Can I remember to put away toys when I have finished with them? | Can I look after the environment? | Can I share toys with other children? | Can I use kind hands while playing with others? |
| **Physical Development** | Can I use large construction materials to create structures? | Can I safely walk across handmade structures? | Can I throw a ball back and forth from each other? | Can I hop and stand on one leg while playing? | Can I ride a scooter or bike? | Can I use chalk to write my name? |
| **Communication and Language** | Can I talk about the changes in the environment? | Can I talk about the movements I am making? | Can I say what is happening when I play in the water? | Can I use first next last to order what Goldilocks broke? | Can I talk about what is wrong and right? | Can I speak clearly and confidently when asking a question? |
| **Literacy** | Can I use my hands to feel and describe ‘frog spawn’ | Can I draw the feelings on faces? | Can I write my own name? | Can I write the sounds that I know? | Can I sort Goldilocks’ actions from right and wrong? | Can I role play Goldilocks and the three bears changing what the characters do? |
| **Maths** | Can I use shapes to make structures? | Can I draw shapes that I know? | Can I role play what I do in the morning? | Can you play games taking turns saying who goes first next and last? | Can I measure how far I can jump? | Can I measure how tall things are? |
| **Understanding the World** | Can you talk about the changes you notice? | Can you use soft materials and hard materials for different purposes? | Can you role play being a policeman, fireman, paramedic? | Can you Role play going to the park with your family? | Can I make a marble run? | Can you say how the water moves when you pour it? |
| **Expressive Art and Design** | Can you make the colour green? | Can I use natural materials to create face pictures? | Can I draw and colour using different materials and tools? | Can I think of new things to make using different materials? | Can I change how something looks using materials and cutting techniques? | Can I cut and stich shapes to make pictures? |