
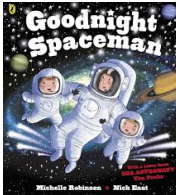
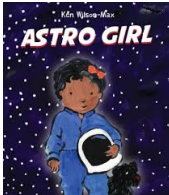
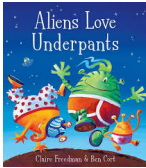
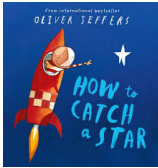


Our Approach: At Hitherfield we believe that free play is crucial to the children's progress and development. Our Nursery curriculum allows play which is child led, play which is sensitively supported and extended by adults. We enhance our provision through our half termly topics which bring new ideas and experiences into the children's lives. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we will be encouraging through this play and through our whole class carpet sessions.



Medium Term Plan Year: Nursery					Term: Spring 1	Topic: Space
Core Text						
<p>Week 1 Whatever next</p> 	<p>Week 2 Goodnight spaceman</p> 	<p>Week 3 Astro girl</p> 	<p>Week 4 Alien's love underpants</p> 	<p>Week 5 How to catch a star</p>  <p>Luna New year</p>		
English - Phonics						
<p>Week 1 Voice sounds</p> <ul style="list-style-type: none"> - Distinguish between the differences in vocal sounds - Talk about the different sounds that we can make with our voices <p>Progression of sounds: m (initial sound and blending)</p>	<p>Week 2 Rhythm and Rhyme</p> <ul style="list-style-type: none"> - Experience and appreciate rhythm and rhyme in speech <p>Progression of sounds: d (initial sound and blending)</p>	<p>Week 3 Instrumental sound</p> <ul style="list-style-type: none"> - Experience and develop awareness of sounds made with instruments and noise makers - Listen to and appreciate the difference between sounds made with instruments <p>Progression of sounds: c & k (initial sound and blending)</p>	<p>Week 4 Alliteration</p> <ul style="list-style-type: none"> - Develop an understanding of alliteration - Listen to sounds at the beginning of words and hear the differences between them <p>Progression of sounds: g (initial sound and blending)</p>	<p>Week 5 Oral Blending</p> <ul style="list-style-type: none"> - To develop oral blending and segmenting of sounds in words - To listen to phonemes within words and to remember them in the order in which they occur - To talk about the different phonemes that make up words <p>Progression of sounds: e and o (initial sound and blending)</p>		
<p>Objectives:</p> <ul style="list-style-type: none"> - Begin to identify initial sounds of words and names of objects - Distinguish different sounds 						

- **Develop their phonological awareness, so that they can: spot and suggest rhymes and recognise words with the same initial sound**

Supported and developed through:

- Phonics carpet sessions daily
- Share stories and rhymes with friends and adults and through exploring the book corner, complete with puppets and other story props
- Provide instruments for children to explore, join in with children - drawing attention to rhythm, tempo, pitch etc
- Use rhyme and alliteration in fun ways, as part of everyday communication. Eg: Go and line up Ana - Banda!/ a...a..a..amazing Ana etc

English - Comprehension and writing

Objectives (comprehension):

- **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**
- Join in with whole class comprehension activities

Objectives (writing):

- **Begin to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy** (where appropriate and with modelling)

Supported and developed through Continuous Provision by:

- Sharing stories and rhymes with friends and adults
- Explore the book corner, complete with puppets and other story props
- Retelling or creating own versions of familiar stories through role play, story props or shared writing/drawing
- Mark make in all areas of the Nursery; painting and drawing, writing lists and letters in the role play area, drawing in sand and cornflour goop, finding their name cards and writing their names on their work

Adult directed activities:

- Daily story / song / rhyme time
- Texts covered will include all additional texts, song / rhyme of the week, children's choice and texts relevant to current interests or texts that build on conversations from within the children's play

Additional Texts for Story Time:



SONG / POEMS / RHYMES:

Zoom, zoom, zoom we are going to the moon
 Twinkle Twinkle Little Star
 5 Little men in a flying saucer
 Baby Bear has a rocket that he's taking to the moon

Communication and Language

Objectives:

- Understand a one part instruction
- Begin to understand why questions with modelling and stem sentences
- **Be able to express a point of view** (using a stem sentence e.g. I like....)

- **Learn new vocabulary** and use it in play, with adult modelling if needed
- Use talk with other children and adults, with support to continue it if needed

Supported and developed through Continuous Provision by:

- Language and communication will be supported through use of Makaton
- Modelling new vocabulary, speaking in sentences, repeating back sentences including the correct words or new vocabulary
- Adults utilise Little Wandle for high quality interactions and Hitherfield Solo Taxonomy Rubrics in order to support children's communication at the appropriate stage of development/area of learning
- Ensuring book corner includes books that have been read during story time and carpet sessions
- Provide story props in book corner related to the focus books and model retelling the stories

Adult directed activities:

- Provide opportunities to share ideas and experiences in small groups and during carpet sessions, encouraging turn taking in conversation
- We will be learning to focus our attention on someone when they are talking and to listen to verbal instructions and to respond to them.
- Daily storytime and song / rhyme of the week
- Teach makaton sign of the week
- Teacher modelling wondering and asking questions about books and the world around them using 'how', 'what', 'why' or 'where'.
- Teacher modelling responding to questions with complex sentences using words like 'because' to explain our thoughts.

Maths

Week 1	Week 2	Week 3	Week 4	Week 5	
<p>- Solve real world mathematical problems with numbers up to 5 - sharing picnic items</p> <p>- Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>- Numberland: Number of the week -5</p> <p>- Show 'finger numbers' up to 5</p> <p>- Develop fast recognition of up to 3 objects without having to count them individually (subitise)</p>	<p>- Numberland:</p> <p>- Say one number for each item in order: 1,2,3,4,5</p> <p>- Experiment with their own symbols and marks as well as numerals where appropriate</p>	<p>- Numberland:</p> <p>- Talk about and identify the patterns around them. For example: stripes on clothes and zebras, spots on clothes. Use informal language like pointy, spotty, blobs etc</p>	<p>- Numberland:</p> <p>- 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'- through collage, construction and playing with shape kits – use shapes to make spaceships etc</p>	

Supported and developed through:

- Sing number rhymes to help build confidence with counting
- Model reciting numbers to 5, counting and subitising and encourage this through play
- Model mark making for a spaceship countdown, and numbered spaceships
- Apply number skills through free play with 'Numberland'
- Model making comparisons between objects relating to size, length and capacity- for instance; sharing picnic items for "Whatever Next", sticks and leaves in the nature area, construction towers that we build

- Provide shapes for making spaceships and collage and talk with children about the shapes and patterns that they use in their pictures and models.
- Decorate pants with patterns just like in Aliens love underpants.
- Making catapult rockets and paper aeroplanes and exploring how far and fast they fly
- Making cakes for birthdays (weighing ingredients)

PSED

Objectives:

- **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**
- Recognise a wider range of emotions with a picture cue or Makton symbol (e.g. happy, sad, angry and worried)
- Use the toilet independently
- Begin to put a coat on independently
- Wash their hands at appropriate times of the day, with reminders
- Explore the indoor and outdoor learning environment with growing independence
- Manage the routines and expectations of the school day
- Begin to play alongside a group of children, with support
- Solve conflicts that arise with adult support
- Begin to share and take turns more independently

Supported and developed through Continuous Provision by:

- Continue with Self-service snack time where children learn to wash their hands, pour water, and use the food waste bin for scraps.
- Play alongside and with children whilst pretending to be something (playing a role).
- Encouraging children to welcome and support new starters into nursery.
- Forming positive relationships with a variety of children and adults through positive interactions within the provision
- Increasingly independent use of toilets and own care needs
- Opportunity to try things for the first time through the continuous provision
- We will continue working on sharing objects with our friends, waiting for our turn and getting a better understanding of the needs of others by expressing our own feelings
- Talking about our feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Adult directed activities:

- Careful observations
- Model hand-washing routines for toileting and before eating
- Explain why we have rules and display a small number of necessary rules as visual reminders. E.g. a photo of a child taking just one piece of fruit at the snack table.
- Sharing stories/books to groups of children or whole class to address specific social situations eg. sharing or dealing with frustration

Physical Development

Fine Motor Objectives:

- **Show a preference for a dominant hand.**
- **Begin to hold scissors effectively and know how to use them**
- Make marks (using large and small equipment)

See development in pencil grip and scissor use charts below

Gross Motor Objectives:

- **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.**
- Discussion over safety with children

<p><u>Supported and developed through Continuous Provision by:</u></p> <ul style="list-style-type: none"> - Use one-handed tools and equipment, for example, making snips in paper with scissors and making marks for drawing and to represent writing - Use one-handed tools and equipment and folding to make space rockets, Lunar New Year fans and whatever else we choose! - Adults supporting at lunchtime by sitting with children and modelling appropriate use of cutlery - Providing different scissors to match stages of development - Provide snipping activities <p><u>Adult directed activities:</u></p> <ul style="list-style-type: none"> - Making cakes for birthdays (weighing ingredients) and chopping vegetables for stir fry - Modelling use of cutlery - Modelling scissor grip using scissor use progression - Modelling using one-handed tools and equipment and folding to make space rockets, Lunar New Year fans and whatever else we choose! 	<p><u>Supported and developed through Continuous Provision by:</u></p> <ul style="list-style-type: none"> - Continue to develop their movement, balancing and ball skills- both in the Nursery garden and at the Trim Trail. <p><u>Adult directed activities:</u></p> <ul style="list-style-type: none"> - Modelling use of equipment and resources - Adult leading catching games, parachute games - Following teacher actions to music - focused on repeating patterns - before making our own repeated-pattern dances 	
<p>Understanding the World</p>		
<p><u>Objectives: Past and Present:</u></p> <ul style="list-style-type: none"> - Gain an understanding about the passing of time 	<p><u>Objectives: People, Culture and Communities:</u></p> <ul style="list-style-type: none"> - Continue developing positive attitudes about the differences between people - Talk about how Lunar New Year is celebrated around the world and how it compares to our New Year 	<p><u>Objectives: The Natural World:</u></p> <ul style="list-style-type: none"> - Talk about forces they can feel - Feel forces - Explore how things work - Explore how objects/materials are affected by forces - Explore light sources - Shine light on or through different materials - Learn about the Solar System and stars - Learn about space travel
<p><u>Supported and developed in Continuous Provision by:</u></p> <ul style="list-style-type: none"> - Make sense of their own life-story and family's recent history by sharing photos and chatting - Share our experiences and memories of different family celebrations- birthdays, Christmas holidays and Lunar New Year. <p><u>Adult directed activities:</u></p> <ul style="list-style-type: none"> - Daily use of the visual timetable - Celebrate special days e.g. by making birthday cakes and talking about celebrations at carpet time - At carpet time, talking about special family occasions including recalling memories of christmas holidays and finding out how Lunar New Year is celebrated. 	<p><u>Supported and developed in Continuous Provision by:</u></p> <ul style="list-style-type: none"> - Show interest in different occupations, such as pretending to work in our class Space Station or being an astronaut - Introduce new vocabulary relating to Space and space occupations and encourage use in play. Consider opportunities to challenge gender stereotypes. - Share our experiences and memories of different family celebrations- birthdays, Christmas holidays and Lunar New Year. <p><u>Adult directed activities:</u></p> <ul style="list-style-type: none"> - Explore the Scholastic map; people of the world, modelling the names of the countries and the continent where they are located. Link to our planet earth in relation to other planets. 	<p><u>Supported and developed in Continuous Provision by:</u></p> <ul style="list-style-type: none"> - Noticing the changes happening around us as we move from Winter to Spring. - Collecting and comparing different 'moon' rocks etc - Using weather boxes to explore and enjoy different weather - Making catapult rockets and paper aeroplanes and exploring how far and fast they fly <p><u>Adult directed activities:</u></p> <ul style="list-style-type: none"> - Collect fruit scraps for our compost - some children may take the food to the compost area - Model making kites to enjoy the wind/ using hammer to

- Model taking different roles in the Space Station and when playing with small world space rocket etc

harvest treasure from ice
 -Making cakes, playdough and stir fry
 - Observe an orange going white and green and mouldy over time

Outdoor learning opportunities:

- Collecting leaves and twigs to make hot chocolate using the kelly kettle.
- Bark rubbing
- Making bird feeders to hang in the nature area and the Nursery garden.
- Mixing mud and water to paint and explore different states

Expressive Arts and Design

Objectives; Creating With Materials:

- Develop their own ideas and then decide which materials to use to express them

- Join different materials and explore different textures.

- Enjoy using a variety of malleable media such as clay, papier mache, salt dough.

Objectives; Being Imaginative and Expressive:

- Remember and sing entire songs.

- Sing the pitch of a tone sung by another person ('pitch match')

- Take part in simple pretend play, using an object to represent something

Supported and developed through Continuous Provision by:

- Exploring a range of 2d and 3d media, such as paint, clay and junk modelling to make models and pictures of space rockers, planets and aliens e.g. clay aliens and junk modelling rockets.
- This might start with an adult modelling how to make 'an alien' with clay or build a rocket from boxes, but then lead to them using their own imagination and skills.

Adult directed activities:

- Modelling /initiating new ideas or techniques for example modelling making a picture to display on the wall
- Adults utilise Hitherfield Solo Taxonomy Rubrics in order to support children's creativity at the appropriate stage of development
- Examples of modelled activities might include: sculpting aliens using clay, using natural resources such as leaves and twigs to make space maps, using junk modelling to make rockets and space helmets for the Space Station, or making Chinese dragon and fans for Luna New Year.






Supported and developed through Continuous Provision by:

- Enjoy exploring different instruments to accompany their favourite songs and rhymes.
- Begin to make-believe by engaging in our Role play areas- The home corner and the Space Station.
- Making props for their play, e.g. a walkie talkie using duplo bricks or junk modelling a space helmet.

Adult directed activities:

- Modelling taking different roles for instance alien or astronaut.
- Modelling using appropriate vocabulary
- Modelling making props to support their play
- Children will regularly sing space songs and songs about the planets.

PENCIL GRIP PROGRESSION CHART

Grip type	Pincer Grip	Palmer Sulphinate Grip (Fist)	Digital Pronate Grip	Static Tripod Grip	Dynamic Tripod Grip
Typical Age	10- 12 months	15-18 months	2- 3years	3- 5years	4- 6years
Description	Using the pads of the index finger and thumb to begin picking up smaller objects (not usually pencils but the start of grip strength)	Pencil is held by the full fist and makes light marks. Movement is from the shoulder pivot and uses the whole arm	Pencil is held by all the fingers but the palm faces down towards the page Movement comes from the wrist and uses wrist, hand and fingers	Pencil is held by three fingers and the movement comes from the wrist More intricate mark making can take place Several variations based on finger positioning	Pencil is stable in the traditional grip The thumb and fingers leave an open space Pencil moves efficiently and therefore mark making is more intricate
Visual					
Development Opportunities	Providing small objects to pick up Encouraging construction e.g. building blocks Playdough and threading	Large scale mark making e.g. chalk on floor, easel work, etc. Circles and lines to copy Playdough	Smaller scale mark making Zig Zag lines to copy and trace Playdough	Smaller mark making Name writing Starting with letter formations (Reception) Playdough	Smaller mark making Letter formation Writing Pencil Grips Playdough

SCISSOR USE PROGRESSION CHART

Scissor Use	Holds scissors in both hands and explores open and shutting	Opens and closes blades with scissors in one hand (not using paper)	Makes snips in paper	Uses a helping hand (non dominant) to guide the paper	Cuts- Straight line Curved line Circles Square Shape More complex shapes
Vocabulary	Open, shut, safe, scissor, cut, snip	Open, shut, close, scissor, cut, snip, thumb, fingers	Across, forward, side to side	Move, change, help, slide, hold still,	Cut, snip, curve, open, shut, follow, forwards, turn
Development Opportunities	Free exploration Finger strength activities e.g. playdough and other malleable materials	Encourage the thumb up position Practise using on shaving foam, playdough	Provide scissors and paper in the creative areas for exploration	Model using the alternative hand to move the paper Strengthen co-ordination and use of both hands through threading and lacing activities	Shapes to cut out Scissor exploration