

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: Summer 1

Topic: Living and Growing

Core Text

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
					

English - Phonics

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>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: v (initial sound and blending)</p>	<p>Oral blending and Segmenting</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: w (initial sound and blending)</p>	<p>Oral blending and segmenting</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: y (initial sound and blending)</p>	<p>Oral blending and segmenting</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: z (initial sound and blending)</p>	<p>Rhythm and rhyme - clapping syllables</p> <ul style="list-style-type: none"> - Experience and appreciate rhythm and rhyme in speech <p>Progression of sounds: qu (initial sound and blending)</p>	<p>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: ch (initial sound and blending)</p>

Objectives:

- **Develop their phonological awareness, so that they can: count or clap syllables in a word**
- Identify initial sounds of words and names of objects
- Recognise their name card (without picture)

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 - Bana!/ a...a..a..amazing Ana / clapping syllables whilst saying name etc

English - Comprehension and writing

Objectives (comprehension):

- Enjoy sharing a book and begin to use new vocabulary in play
- Join in with whole class comprehension activities - using some techniques outlined in the LW guidance

Objectives (writing):

- **Write some or all of their own name**
- Continue to develop their print and letter knowledge in their early writing; e.g. writing initial sounds

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 (without photos) and writing their names on their work
- Self registering by writing names on whiteboards
- Ticking or writing their name on the fruit tick chart

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
- Retelling stories in the outside area using story props
- Shared writing of children's stories for publishing in class story book

Additional Texts for Story Time:

All the ways to be smart - Davina Bell
Errol's Garden
Ten little seeds
Under your feet
The tiny seed
Peepo
Aargh spider!
The bad tempered ladybird
The gigantic turnip

SONG / POEMS / RHYMES:

The farmer plants the seed
There's a tiny caterpillar on a leaf
Here we go round the mulberry bush
5 little flowers
5 little speckled frogs
Incy Wincy spider

Communication and Language

<p>Objectives (Listening, Attention and Understanding):</p> <ul style="list-style-type: none"> - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Sing a large repertoire of songs - Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" 	<p>Objectives (Speaking):</p> <ul style="list-style-type: none"> - Connect one idea or action to another using a range of connectives - and / because - Develop their pronunciation - may have problems saying: <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' - Develop their communication - may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
---	--

<p>Supported and developed through Continuous Provision by:</p> <ul style="list-style-type: none"> - Language and communication will be supported through use of Makaton - Modelling new vocabulary, speaking in sentences, repeating back and extending 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 and creating new versions of stories <p>Adult directed activities:</p> <ul style="list-style-type: none"> - 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. - Using our interest box and baby photos as inspiration for extended conversation

Maths

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<ul style="list-style-type: none"> - Begin to explore the composition of numbers up to 5 - Make comparisons between objects relating to size, length, weight and capacity 	<ul style="list-style-type: none"> - Extend and create ABAB patterns – stick, leaf, stick, leaf - Notice and correct an error in a repeating pattern. 	<ul style="list-style-type: none"> - Make comparisons between objects relating to <u>size, length</u>, weight and capacity 	<ul style="list-style-type: none"> - Begin to explore the composition of numbers up to 5 - Link numerals and amounts: for example showing the right number of objects to match the numeral, up to 5 	<ul style="list-style-type: none"> - Begin to explore the composition of numbers up to 5 - Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> - Begin to explore the composition of numbers up to 5 - Experiment with their own symbols and marks as well as numerals.

<p>Supported and developed through Continuous Provision and Adult directed activities:</p> <ul style="list-style-type: none"> - Sing number rhymes to help build confidence with counting - Model reciting numbers to 5 and beyond, counting and subitising and exploring the composition of number and encourage this through play - Model mark making and number writing - Apply number skills through free play with 'Numberland'

- Model making comparisons between objects relating to size, length and capacity- for instance comparing the height of plants that we grow, and our heights as we grow, looking for objects that are longer or shorter than the Giant's footprints!, measuring and weighing ingredients for birthday cakes.
- Mathematical problems e.g. Flying 5 toy birds onto a bush or tree. How many on the bush? How many on the tree? How many altogether?!
- Creating ABAB patterns on caterpillars and butterflies and with sticks and leaves in the trim trail and spotting and correcting errors in ABAB patterns

PSED

Objectives (Self-regulation):

- Understand gradually how others might be feeling.

- Begin to regulate impulses and emotions
- Begin to develop an understanding of right and wrong

Objectives (Managing -Self):

- Remember rules without needing an adult to remind them.

- **Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly**
- Know how tooth brushing helps us to stay healthy

Objectives (Building Relationships):

- **Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas**
- **Show more confidence in new social situations** for example with adults from around the school

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 and use a tick sheet to record when they have had their fruit.
- Play alongside and with children whilst pretending to be something (playing a role).
- 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' and strategies to self-regulate.

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, and the behaviour of different characters within stories
- Discuss how to look after and handle the living things around us including the caterpillars/butterflies in the nets in classrooms and the flowers on the nursery plants
- Discuss through role play in the Health Centre/Baby clinic how we keep ourselves healthy including why we need to brush teeth

Physical Development

Fine Motor Objectives:

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips

- Use a comfortable grip when holding pens and pencils, with increasing control

See development in pencil grip and scissor use charts below

Gross Motor Objectives:

- 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"> - Provide one-handed tools and equipment, such as hole punchers and scissors to enable children to make their own creations including paper flowers and stick puppets for story props -and whatever else we choose! - Provide clay tools and cutters to make plasticine bugs etc - Provide ribbon, string, pasta and chalks to encourage mark making and threading - Provide fine motor activities to encourage development of pincer grip and muscle strength eg, screwing bottle tops, locks and keys and pegs - Providing different scissors/pencil sizes and grips to match stages of development - Provide snipping activities <p><u>Adult directed activities:</u></p> <ul style="list-style-type: none"> - Adults supporting at lunchtime by sitting with children and modelling appropriate use of cutlery - Weighing, measuring and stirring ingredients for making birthday cakes and playdough - Modelling use of cutlery - Modelling scissor grip using scissor use progression - Modelling pencil grip using progression - Continuing weekly dough disco sessions to strength finger muscles - Model one-handed tools and equipment and folding to make plasticine bugs, paper flowers and stick puppets for story props -and whatever else we choose! 	<p><u>Supported and developed through Continuous Provision by:</u></p> <ul style="list-style-type: none"> - Large wooden blocks, crates and den making equipment available in the garden for imaginative play. - Continue to develop their strength, balance and movement through climbing and ball skills- both in the Nursery garden and at the Trim Trail including basketball, tennis, football. <p><u>Adult directed activities:</u></p> <ul style="list-style-type: none"> - Model and support children to collaborate while carrying and building with blocks/den building equipment and sports equipment - Transferring plant pots, soil and other gardening equipment using wheelbarrows or by carrying- - Modelling correct use of equipment and resources and correct grip - Adult leading catching games, parachute games, racket and ball games - Following teacher actions to music - focused on repeating patterns - before making our own repeated-pattern dances - Planting seeds using appropriate tools and weeding planters.
--	--

Understanding the World

<p><u>Objectives; Past and Present:</u></p> <ul style="list-style-type: none"> - Sequence two objects now/then (Photographs black and white/colour or eggs/chicks) - Sequence clothes for seasons - Use artefacts in their play and begin to understand that some are old and some are new e.g. cameras 	<p><u>Objectives; People, Culture and Communities:</u></p> <ul style="list-style-type: none"> - Ask questions about their own immediate community and environment to extend knowledge 	<p><u>Objectives; The Natural World:</u></p> <ul style="list-style-type: none"> - Understand the key features of the life cycle of a plant and an animal - Plant seeds and care for growing plants. - Grow plants - Learn about the life cycles of humans and animals - Compare adult animals to their babies - Learn about how to take care of themselves - Learn about their senses - Observe how baby animals change over time
<p><u>Supported and developed in Continuous Provision by:</u></p> <ul style="list-style-type: none"> - Through role play in the baby care clinic, discuss how babies grow and compare what children can do now versus when babies. - Provide baby toys and encourage comparison to the types of toys the children enjoy playing with now. 	<p><u>Supported and developed in Continuous Provision by:</u></p> <ul style="list-style-type: none"> - Provide and make story props which reflect different features of the community and environment <p><u>Adult directed activities:</u></p>	<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 into Spring. Notice blossoms and leaves on trees and spring flowers. Spotting the different birds visiting our garden and trim trail. - Provide life cycle puzzles - animals and plants

<ul style="list-style-type: none"> - Provide images of humans and animals of different ages for children to make their own books/pictures etc and as a prompt for discussion. - Talk about appropriate clothes for babies in summer versus winter. <p>Adult directed activities:</p> <ul style="list-style-type: none"> - Make sense of their own life-story and family's recent history by sharing photos and chatting - 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 Easter and Eid - Making a Class book of baby pictures, using it as a prop to talk about how we have grown and changed. - Exploring old / new toys 	<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. - Share our experiences and memories of different family celebrations and holidays in different parts of the world. - Go on a walk around the school, including the edible garden, pointing out aspects of our local environment 	<ul style="list-style-type: none"> - Provide books about baby animals and humans - Using weather boxes to explore and enjoy different weather - Small world play around life-cycles e.g. tadpoles and frogs, caterpillars and butterflies. <p>Adult directed activities:</p> <ul style="list-style-type: none"> - Collect fruit scraps for our compost - some children may take the food to the compost area - Planting seeds and looking after seeds and seedlings. - Looking after caterpillars and watching them transform over time. - Make a fruit salad and pizza- talking about healthy eating and keeping our bodies and teeth healthy - Use our senses to explore the environment and new foods. <p>Outdoor learning opportunities:</p> <ul style="list-style-type: none"> - Visit the edible garden to see the plants growing and to the pond to look for and observe tadpoles - Observe the changes to the trees in the nature area - use blossom and new leaves etc to make nature crowns - Use herbs that we have grown in our mud kitchen creations
--	--	--

Expressive Arts and Design

<p>Objectives: Creating With Materials:</p> <ul style="list-style-type: none"> - Explore different materials freely, to develop their ideas about how to use them and what to make. - Drawing: Draw with increasing complexity and detail, such as representing a face with a circle and including details - Printing: Explore printing with increasingly complex tools - e.g: - sponges, stampers, hands - imprinting in dough - natural material - cotton buds - dabbers 	<p>Objectives: Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc - Listen with increased attention to sounds - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
<p>Supported and developed through Continuous Provision by:</p> <ul style="list-style-type: none"> - Exploring a range of 2d and 3d media, such as paint, clay and junk modelling to make mini beasts and minibeast houses - This might start with an adult modelling how to make 'spiders' with paper and pipe 	<p>Supported and developed through Continuous Provision by:</p> <ul style="list-style-type: none"> - Enjoy exploring different instruments to accompany their favourite songs and rhymes. - Begin to make-believe by engaging in our Role play areas-The Baby clinic/Health

cleaners or building a house from boxes, but then lead to them using their own imagination and skills.

- Creating ABAB patterns on caterpillars and butterflies using different materials and correcting errors in ABAB patterns
- Create patterns on butterflies and other minibeasts using different printing techniques
- Encourage detailed drawings of humans and animals

Adult directed activities:

- Modelling /initiating new ideas or techniques for example modelling using print techniques to make 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: 3D spiders, folded paint butterflies or tissue paper flowers
- Adult modelling showing different expressions in their drawings of story characters and or babies.






centre and The Pizzeria

- Making props for their play, e.g. a baby rattle and pizzas for the pizzeria

Adult directed activities:

- Modelling taking different roles for instance a doctor or nurse in the baby clinic
- Modelling making props to support their play e.g. a baby rattle and pizzas for the pizzeria (paper and real!)
- Children will regularly sing songs related to the different life-cycles e.g. the farmer plants the seed.

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