
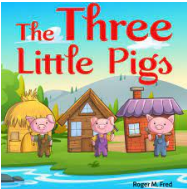
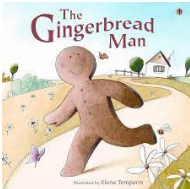
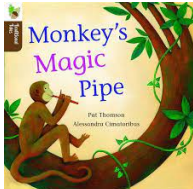
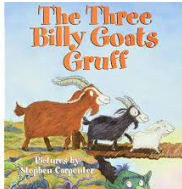
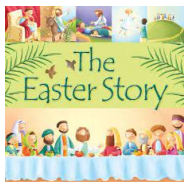


Our Approach: At Hitherfield we believe that free play is crucial to the children's progress and development. Our Nursery curriculum allows play which is child led, play which is sensitively supported and extended by adults. We enhance our provision through our half termly topics which bring new ideas 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 2					
Topic: Traditional Tales					
Core Text					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
					
English - Phonics					
Week 1 Rhythm and Rhyme	Week 2 Oral Blending	Week 3 Alliteration	Week 4 Rhythm and Rhyme	Week 5 Voice sounds	Week 6 Instrumental sounds
<ul style="list-style-type: none"> - Experience and appreciate rhythm and rhyme in speech 	<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 	<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 	<ul style="list-style-type: none"> - Experience and appreciate rhythm and rhyme in speech 	<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 	<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
Progression of sounds: r (initial sound and blending)	Progression of sounds: h (initial sound and blending)	Progression of sounds: l (initial sound and blending)	Progression of sounds: j (initial sound and blending)	Progression of sounds: b (initial sound and blending)	Progression of sounds: f (initial sound and blending)
Objectives: <ul style="list-style-type: none"> - Identify initial sounds of words and names of objects. - Begin to articulate sounds correctly – including playing with voice sounds. - Begin to orally blend sounds - Begin to 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 - Banda! / a...a..a..amazing Ana 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):

- Give some meaning to marks they make
- Begin to write some letters accurately, 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
- Retelling stories in the outside area using story props

Additional Texts for Story Time:

- Little Dude
- Gurgle Gurgle Splat
- Anansi
- Chair for baby bear
- Each Peach Pear Plum
- Bears
- Other versions of focus books

SONG / POEMS / RHYMES:

- When goldilocks went to the house of the bears
- Peter hammers with one hammer
- If you're happy and you know it
- The Gingerbread man song

Communication and Language

Objectives (Listening, Attention and Understanding):

- Enjoy listening to longer stories, join in with repeated refrains and remember much of what happens after hearing them lots of times

Objectives (Speaking):

- **Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"**
- Retell a short story
- **Use a wider range of vocabulary**

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	Week 6
<ul style="list-style-type: none"> - Make comparisons between objects relating to size, length, <u>weight and capacity</u>. 	<ul style="list-style-type: none"> - Talk about and explore 2D and 3D shapes - Solve real world mathematical problems with numbers up to 5. 	<ul style="list-style-type: none"> - Solve real world mathematical problems with numbers up to 5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') 	<ul style="list-style-type: none"> - Begin to describe a sequence of events using words such as 'first', 'then...' 	<ul style="list-style-type: none"> - Understand position through words 	<ul style="list-style-type: none"> - Experiment with their own symbols and marks as well as numerals.

Supported and developed through:

- Sing number rhymes to help build confidence with counting
- Model reciting numbers to 5 and beyond, counting and subitising and encourage this through play
- Model mark making and number writing for 3 bears, 3 pigs etc
- Apply number skills through free play with 'Numberland'
- Model making comparisons between objects relating to size, length and capacity- for instance the 3 bears bowls, sticks and leaves in the nature area, construction towers/houses for the 3 little pigs, measuring and weighing ingredients for gingerbread men and porridge and birthday cakes.
- Provide shapes for making houses for the pigs and collage and talk with children about the shapes and patterns that they use in their pictures and models.
- Mathematical problems e.g. numbers of blocks needed to build a house, spoons of porridge for each of the bears
- Using positional language when re-enacting Billy Goats gruff

PSED

Objectives (Self-regulation):

- 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
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Start to show understanding of the feelings of others

Objectives (Managing -Self):

- Increasingly follow rules, understanding why they are important
- Develop preferences for activities and resources and begin to select them

Objectives (Building Relationships):

- Play with one or more other children, extending and elaborating play ideas
- Play cooperatively with others

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 begin to 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 e.g. Goldilocks in the house of the 3 bears

Physical Development

Fine Motor Objectives:

- To begin to hold scissors effectively and know how to use them
- Start to eat independently with a knife and fork
- Make marks using small and large equipment

See development in pencil grip and scissor use charts below

Gross Motor Objectives:

- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width
- 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

Supported and developed through Continuous Provision by:

- 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 musical instruments and stick puppets for story props and whatever else we choose!
- Adults supporting at lunchtime by sitting with children and modelling appropriate use of cutlery
- Providing different scissors/pencil sizes and grips to match stages of development

Supported and developed through Continuous Provision by:

- Continue to develop their movement, balancing and ball skills- both in the Nursery garden and at the Trim Trail including basketball, tennis, football.






Adult directed activities:

- Modelling use of equipment and resources
- Adult leading catching games, parachute games, racket and ball games
- Following teacher actions to music - focused on repeating patterns - before

<ul style="list-style-type: none">- Provide snipping activities <p>Adult directed activities:</p> <ul style="list-style-type: none">- Making cakes for birthdays (weighing ingredients) and measuring/stirring ingredients for porridge, rolling out and cutting gingerbread men and playdough- Modelling use of cutlery- Modelling scissor grip using scissor use progression- Modelling pencil grip using progression- Introducing children to weekly dough disco sessions to strength finger muscles- Use one-handed tools and equipment and folding to make musical instruments and stick puppets for story props and whatever else we choose!	<p>making our own repeated-pattern dances</p> <ul style="list-style-type: none">- Planting early seeds using appropriate tools and weeding planters.	
Understanding the World		
<p>Objectives; Past and Present:</p> <ul style="list-style-type: none">- Begin to make sense of their own life story and family’s history (through photographs, stories and role play)- Begin to understand and use past tense plurals correctly and vocabulary that relates to the passing of time e.g. yesterday	<p>Objectives; People, Culture and Communities:</p> <ul style="list-style-type: none">- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos- To represent and locate key features of their environment and represent key features from stories.- Learn about the different people and places in the world through texts.	<p>Objectives; The Natural World:</p> <ul style="list-style-type: none">- Use all their senses in hands-on exploration of natural materials- Explore collections of materials with similar/ different properties.- Explore a range of materials- Shape and join materials
<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, Easter, Mothers day. <p>Adult directed activities:</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 Easter is celebrated.	<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 environment both familiar and from different countries in the world where our stories are set- Share our experiences and memories of different family celebrations and holidays in different parts of the world. <p>Adult directed activities:</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 the different places in the world where our traditional tales come from.- Model taking different roles in the 3 bears house and when playing in the three pigs construction site- Compare the different settings of traditional tales to our own urban setting	<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. Notice buds appearing on trees and spotting the different birds visiting our garden and trim trail.- Collecting and comparing different rocks, sticks, straw for building 3 pigs houses- Using weather boxes to explore and enjoy different weather <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- Explore a range of materials to find the best for making houses, bridges etc- Making cakes, playdough and gingerbread men- Observe an potato sprouting and a carrot shrivelling <p>Outdoor learning opportunities:</p> <ul style="list-style-type: none">- Collecting leaves and twigs to build house for the 3 pigs

		and to make hot chocolate using the kelly kettle. - Collecting sticks to make bridges - Leave rubbing
Expressive Arts and Design		
<u>Objectives: Creating With Materials:</u> - Look and talk about what they have produced, describing simple techniques and media used - Create closed shapes with continuous lines and begin to use these shapes to represent object - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.		<u>Objectives: Being Imaginative and Expressive:</u> - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Take part in simple pretend play, using an object to represent something else even though they are not similar
<u>Supported and developed through Continuous Provision by:</u> <ul style="list-style-type: none"> - Exploring a range of 2d and 3d media, such as paint, clay and junk modelling to make instruments and models and pictures of bridges and houses and story props and Easter cards and bunnies e.g. stick puppets and masks - This might start with an adult modelling how to make 'stick puppet' with paper and lolly-sticks or build a house from boxes or a bridge from sticks, but then lead to them using their own imagination and skills. <u>Adult directed activities:</u> <ul style="list-style-type: none"> - Modelling /initiating new ideas or techniques for example modelling making a picture to display on the wall or an Easter card - 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: constructing houses and bridges from bricks or boxes, natural resources such as leaves and twigs or making Easter cards and Easter bunnies. - Adult modelling showing different expressions in their drawings of story characters and stick puppets. 		<u>Supported and developed through Continuous Provision by:</u> <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 three bears house and the 3 pigs construction - Making props for their play, e.g. a hammer, a helmet, a mask for one of the characters in the stories. <u>Adult directed activities:</u> <ul style="list-style-type: none"> - Modelling taking different roles for instance pig or a wolf, extend to using repeated refrains from familiar stories. - Modelling making props to support their play e.g. a hammer, a helmet, a mask for one of the characters in the stories. - Children will regularly sing songs related to the traditional tales.

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