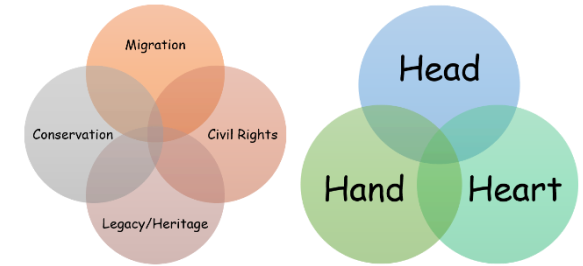


# Riversdale Primary School

## Medium Term Planning



<b>Year Group</b>	<b>Nursery</b>
<b>Topic</b>	<b>All Creature Great and Small</b>
<b>Vocabulary</b>	<b>Spring, bud, leaf, flower, blossom, animal, land, young, grow, hatch, adult, dry, change, care, farmer, farm, zoo, habitat, wild, life cycle, egg, habitat, needs, size, shape, pattern, symmetry, diet, shell, legs, wings, antennae, feelers, hairy, smooth, slimy</b>

<b>Learning Overview</b>	
<p>This half term we will be learning about animals – large and small such as minibeasts, farm animals, zoo animals, pets and local British wildlife.</p> <p>We will learn new vocabulary linked to animals and their habitats and will use it in our play, encouraged to ask questions and share our experiences with our friends.</p> <p>There will be a focus on answering ‘why’ questions this term, these can be tricky!</p> <p>We will visit a farm to see animals first hand and we will explore minibeasts within our outdoor area.</p> <p>We will also have the opportunity to experience first-hand the life cycle of a butterfly.</p> <p>We will discuss how to look after minibeasts in our school playground environment and build an insect hotel.</p> <p>We will be watching caterpillars grow, change, and transform.</p> <p>We will be going on a minibeast hunt using magnifying glasses looking in different habitats and comparing what we observe in each place.</p> <p>We will identify and name minibeasts.</p> <p>We will describe/sort different minibeasts/insects.</p> <p>We will count legs/spots on minibeasts/ insects.</p> <p>We will represent minibeasts by drawing, painting, making collages, models etc.</p> <p>We will make ‘spider sandwiches’.</p> <p>We will discuss seasonal changes (Winter-Spring-Summer).</p> <p>We will make repeating patterns and spot patterns in nature.</p> <p>We will make collages, patterns and pictures using natural materials.</p> <p>We will make magic spring potions using natural materials.</p> <p>We will explore a range of nonfiction books, songs and rhymes linked to this topic.</p> <p>We will be learning about how to stay healthy and why exercise is good for our bodies.</p> <p>We will be making healthy snacks like fruit salad/fruit kebabs.</p> <p>We will practise subitising by playing dice games.</p> <p>We will make puppets and masks for our class assembly.</p> <p>We will learn songs and poems and practise them for our class assembly.</p>	

We will explore capacity, comparing and ordering containers.

We will look at and explore our own environment and environments where animals may live, talking about similarities and differences.

We will explore how a farm works and learn how animals are cared for on a farm and kept safe.

We will describe and compare different animals.

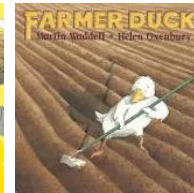
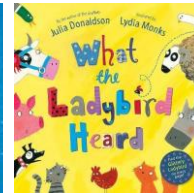
We will learn the names of animals and their young.

We will discuss how we can look after our pets.

We will go on a litter hunt in the playground, tidy the playground and discuss the effect litter has on us, on animals, plants and the soil and water.

### Quality Stimulus Texts

Supporting texts will link closely to minibeasts, animals and plants, including fiction and non-fiction.



### Linked UNCRC Articles

#### Rule of law

Children understand their own and others' behaviour.

To understand that we have classroom rules that help us to be safe and help us learn together.

To understand that breaking class rules has consequences.

#### Democracy making decisions together.

Children are encouraged to take turns and share.

Children are encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.

To take a class vote on a chosen topic.

#### Individual liberty

Freedom for all Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning. Risk taking.

#### Mutual respect and tolerance

Children celebrate different festivals and share experiences of all cultures and faiths.

Children learn to take turns to talk and listen to each other.

Adults provide resources and activities that challenge gender, cultural and racial stereotyping.

Subject	<b>Consolidating:</b> What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Learning:		
		<b>Head*</b> What substantive KNOWLEDGE should the children learn?	<b>Hand*</b> What disciplinary knowledge and SKILLS should the children learn?	<b>Heart*</b> What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences, and thoughts.</li> <li>• Hold a conversation, jumping from topic to topic.</li> <li>• Focusing attention – still listen or do but can shift own attention.</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to understand ‘why’ and ‘how’ questions.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when and how.</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use new vocabulary to describe the changes I see in the environment.</li> <li>• I can use new vocabulary from stories in my play.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to one another and sharing ideas.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Beginning to represent numbers using fingers, marks on paper or pictures. Shows an interest in representing numbers.</li> <li>• Shows an interest in number problems. Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Numerical patterns</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language</li> </ul>	<ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5.</li> </ul> <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>• Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</li> <li>• Talk about and identify the patterns around them.</li> <li>• For example: stripes on clothes, designs on rugs and wallpaper.</li> <li>• Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</li> </ul>	<ul style="list-style-type: none"> <li>• I can measure the length of plants that we plant to see how tall or short they are.</li> <li>• I can talk about who has the tallest and who has the shortest plant.</li> <li>• In the water, I can use plant pots and watering cans to discuss capacity.</li> <li>• I can make a spring garden potion and record how many different ingredients are used by using tally marks and pictures.</li> <li>• I can play dice games. (snakes and ladders)</li> <li>• I can use natural materials to explore counting and to make patterns.</li> </ul>	

		<ul style="list-style-type: none"> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul>		
<b>PSED</b>	<ul style="list-style-type: none"> <li>Aware of own feelings and knows that some actions and words can hurt others' feelings.</li> <li>Enjoys responsibility of carrying out small tasks.</li> <li>Shows confidence in asking adults for help.</li> <li>Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>Growing ability to distract self when upset e.g. by engaging in a new play activity.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers, initiates play, offering cues to peers to join them and familiar adults.</li> <li>Can select and use activities and resources with help.</li> <li>Welcomes and values praise for what they have done.</li> </ul>	<ul style="list-style-type: none"> <li>I can treat living things with care.</li> <li>I am able to talk about caring for pets.</li> <li>I can touch and hold creatures gently.</li> <li>I can discuss what minibeasts need to survive in our playground environment. I know how to plant and care for a seed and a growing plant.</li> <li>I can take part in a litter pick to help to keep the school environment and our local area clean and tidy</li> <li>I can describe how being outdoors makes me feel, responding to trees, flowers, sunshine, wind, rain.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sense of ownership of and responsibility for the school outdoor environment.</li> <li>Takes pride in looking after the school.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping.</li> <li>Mounts stairs, steps or climbing</li> <li>equipment using alternate feet.</li> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Can catch a large ball.</li> <li>Hold the pencil near the point between the first two fingers and thumb and use it with good control.</li> <li>Can copy some letters, e.g. letters from their name.</li> <li>Draws lines and circles using gross motor movements.</li> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Understands that equipment and tools have to be used safely</li> </ul>	<ul style="list-style-type: none"> <li>I am starting to use a dominant hand and hold a pencil comfortably.</li> <li>I can use a range of resources safely and I am more proficient using scissors.</li> <li>I can create and follow an obstacle course safely and confidently in the playground.</li> <li>I know and can discuss some of the effects of exercise on my body.</li> <li>I am becoming more confident catching, rolling and receiving the ball.</li> <li>I can dig up the soil to prepare it for planting flowers.</li> </ul>	<ul style="list-style-type: none"> <li>Work collaboratively and share ideas</li> </ul>

	<ul style="list-style-type: none"> <li>• Dresses with help, e.g. puts arms into an open-fronted coat or shirt when held up, pulls up own trousers, and pulls up a zipper once it is fastened at the bottom.</li> </ul>			
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Describes main story settings, events, and principal characters. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Know that information can be relayed in the form of print.</li> <li>• Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as their own name and advertising logos.</li> <li>• Look at books independently.</li> <li>• Enjoys an increasing range of books.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about familiar books with greater clarity.</li> <li>• I can count and clap syllables in words.</li> <li>• I can write more letters accurately.</li> <li>• I can recognise words with the same initial sound.</li> <li>• I can write my name and I can copy some letter shapes correctly.</li> </ul>	
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>• Knows and respects the differences between people.</li> <li>• Know that information can be retrieved from computers.</li> <li>• Showing interest in different occupations.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing an understanding of growth, decay, and changes over time.</li> <li>• Exploring and responding to different natural phenomena in our setting and on trips.</li> <li>• Beginning to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what a seed needs to grow - soil (food), water, air, sunshine (light and warmth)</li> <li>• I can identify similarities and differences in relation to living things.</li> <li>• I can show care and respect for all living things.</li> <li>• I understand the key features of a butterfly life cycle.</li> <li>• I know that animals have different habitats.</li> </ul>	

			<ul style="list-style-type: none"> <li>• I can name the minibeasts I find in the garden.</li> <li>• I can demonstrate curiosity about different creatures.</li> <li>• I will observe and describe each creature and compare them using new vocabulary.</li> <li>• I can discuss how rubbish can be harmful to the environment - direct harm to animals e.g. trapped, or if rubbish is eaten.</li> <li>• I know how to dispose of rubbish correctly and responsibly.</li> <li>• I know that many materials can be recycled and how to dispose of recycling materials.</li> <li>• I can learn about different plants (runner beans, sunflowers, cress). I will compare seeds and plant different seeds and keep a class diary as they grow.</li> </ul>	
<p><b>Expressive Art &amp; Design</b></p>	<ul style="list-style-type: none"> <li>• Uses movement to express feelings</li> <li>• Making rhythmical and repetitive sounds.</li> <li>• Exploring a range of sound-makers and instruments and playing them in different ways.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> <li>• Developing preferences for forms of expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring different materials, using all their senses to investigate them.</li> <li>• Manipulate and play with different materials.</li> <li>• Using our imagination as we consider what we can do with different materials</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Creating our own songs, or improvising a song around one we know.</li> <li>• Creating closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design and make an appropriate environment for a creature e.g. making a home for snails or woodlice.</li> <li>• I can explore the work of Henri Matisse and take inspiration for my own art creations using a ripped paper technique.</li> <li>• I can talk about my own and others' work.</li> <li>• I can use drawing to represent movement and sound.</li> <li>• I can create simple collages by layering fabric.</li> <li>• I can engage in pretend play using a range of open-ended resources to support me.</li> </ul>	<ul style="list-style-type: none"> <li>• Create collaboratively sharing ideas, resources, and skills.</li> </ul>

		<ul style="list-style-type: none"><li>• Drawing with increasing complexity and detail, such as representing a face with a circle and including details.</li></ul>	<ul style="list-style-type: none"><li>• I can sing a range of songs and make up my own.</li></ul>	
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