

<p>Term: Spring 1 Weeks 1-6 Staff: JS/LS/JR/HW</p>	<p>Barlows Primary School EYFS Department: Nursery Medium Term Overview: Learning Objectives</p>		<p>Weeks: 7/1/2018- 15/2/18</p>
<p>Communication and Language</p>	<p>PSED</p>	<p>Physical Development</p>	<p>Literacy</p>
<p>To question why things happen and gives explanations.</p> <p>To begin to use vocabulary that is focused on the children's interest with particular importance.</p> <p>To be able to understand simple questions involving; "who, what, where" in the correct context.</p> <p>To be able to respond to simple instructions.</p> <p>To hold a conversation with one another and use language as a powerful means of sharing experiences and feelings.</p> <p>To use more complex sentences to link children's thoughts and connect their ideas.</p> <p>To listen to stories with increasing attention and join in with repeated refrains.</p>	<p>To accept the needs of others and take turns; sharing resources with one another.</p> <p>To adapt behaviour to different events, social situations and changes in routine.</p> <p>To begin to form a special friendship with another child.</p> <p>To play in a group, extending and elaborating play ideas through role play with other children.</p> <p>To begin to initiate their own play, offering cues to other children to join in.</p> <p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with each other.</p>	<p>To begin to use three fingers to hold writing tools.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To move freely and with pleasure and confidence in a range of ways, such as slithering, crawling, rolling, skipping etc.</p> <p>To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>To be able to help with clothing and be independent in self-care.</p> <p>To be able to clearly communicate when needing the toilet and show some awareness of bladder control.</p>	<p>To begin to be aware of how stories are structured.</p> <p>To listen to and understand a story with increasing attention.</p> <p>To describe main story settings, events and characters within a story.</p> <p>To begin to show interest in illustrations and print in books and print in the environment.</p> <p>To take part and show enthusiasm in rhyming and rhythmic activities.</p> <p>To be able to listen to and join in with stories in small groups.</p> <p>To distinguish and give meaning to the different makes the children make.</p> <p>To use mark making to write lists, names and instructions.</p>
<p>Mathematics</p>	<p>Understanding the World</p>	<p>Expressive Arts and Design</p>	<p>To Note -</p>
<p>To match numeral and quantity together correctly.</p> <p>To compare different groups of objects, saying when they have the same number.</p> <p>To complete number problems when finding the number before and after a given numeral.</p> <p>To show an interest in numerals in the environment.</p> <p>To measure different lengths saying which is the longest and shortest.</p> <p>To make comparisons between quantities and comparing different weights, saying which is the</p>	<p>To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>To talk about why things work and how things happen.</p> <p>To remember and talk about significant events in their own experience.</p> <p>To be able to use a simple ICT programme-Early Years ICT.</p> <p>To understand the season Winter and notice detailed features in the environment. To discuss the changes we have observed.</p>	<p>To be able to mix and experiment with colours to create a Winter collage.</p> <p>To join construction pieces together to build and balance realising tools can be used for a purpose.</p> <p>To begin to be interested in and describe the texture of things.</p> <p>To begin to show an interest in the way musical instruments sound and create sounds by banging, shaking, tapping or blowing.</p> <p>To enjoy joining in with dancing and ring games.</p>	

heaviest/lightest.				To develop different forms of expression and use movement to express feelings.					
To use measuring equipment to measure ingredients.				To engage in imaginative role-play and use props to support their imagination.					
Playing and Exploring 'Engagement'		Showing Curiosity Exploring Using Senses Engaged / Focused Showing Particular Interests Risk Taking New Active Challenge Self Belief Imaginative/role play		Joining in/team work					
Active Learning 'Motivation'		Motivated Enthusiastic/excited Making Choices Persevering Energetic Attentive/Focused Achieving		Confident/I Can Attitude Self satisfaction/Pride					
Creating and Thinking Critically 'Thinking'		Thinking of Ideas Evaluating Collaborating Problem solving/logical		Adapting/Changing Predicting/Estimating Ordering/Sequencing Describing Planning					
	C+L	PSED	PD	Lit	Numeracy	U t W	EAD	Outdoor	Notes
Week 1	<p>Small world artic animals-beginning to use more complex sentences.</p> <p>Discussing the seasonal changes- to question why things happen and give explanations.</p> <p>Using vocabulary focused on objects that are important.</p>	<p>Discuss ways to keep warm in Winter.</p> <p>How do animals keep warm?</p> <p>Discuss the dangers of snow and ice.</p> <p>Make hot chocolate and share together after a winter walk/outside play .</p>	<p>Making igloos</p> <p>Running and jumping exercises on a cold day .</p> <p>Moving like a snowflake and playing games to encourage the children to freeze.</p>	<p>Discuss vocabulary linked to Winter.</p> <p>Read stories- The snow man, Frozen, Dear Polar Bear.</p> <p>Collect snow and ice words. Talk about initial sounds in words.</p>	<p>Comparing lengths- children's scarfs.</p> <p>Sorting activity - different clothing for seasons.</p> <p>Shapes- what shapes can we use to make a snowflake?</p> <p>Timing how long the ice takes to melt.</p>	<p>Making ice to place in different areas- discuss with the children were the ice will melt first.</p> <p>Making Ice-lollies with the children.</p> <p>Discuss places were the weather is cold and the clothing we would need to take.</p>	<p>Creating igloos using different materials e.g. cotton wool, sugar cubes etc.</p> <p>Make a winter picture using different types of collage.</p> <p>Discuss cold colours; blue, white, silver.</p>	<p>Winter walk- discussing changes we can see.</p> <p>Similarities and differences between seasons.</p> <p>Differences from the Autumn season.</p>	Making Ice-lollies
Week 2	<p>Children to use a variety of questions as to why the spaceship has landed in our classroom?</p> <p>What sentences can the children use to ask how the rocket made its way to Nursery?</p> <p>To support the children to use new vocabulary linked to space and planets when communicating.</p>	<p>Create a role play Spaceship. Cover boxes and walls with silver paper or tinfoil. Add pictures of stars, planets, aliens and other spaceships. Also add role play computers and keyboards, wakie-talkies, glow-in-the-dark stars and clipboards with pencils. A stronaut costumes, wellington boots and alien masks/costumes could also be added.</p> <p>To develop the children's confidence when talking to other children and playing.</p>	<p>Travelling as astronauts in spaceships.</p> <p>Astronaut fine motor activities.</p> <p>Baby Bear thinks that the moon is a bit boring. Plan some games and activities that he could do to make his trip a little more exciting.</p> <p>Dresses with help e.g. puts on own coat or shirt when held up, pulls up own trousers and is supported to pull up own zip.</p>	<p>Read Whatever Next! - Book focus.</p> <p>Make a list of equipment that you might need if you were going to travel to the moon.</p> <p>Baby Bear goes 'Whoosh!' out into the night. Can you think of other words to describe how something can travel quickly (or slowly)?</p> <p>Begin to be aware of the way stories are structured.</p>	<p>Whatever Next: How many stars can you count in each picture?</p> <p>Make a shopping list that includes items you might need for a picnic on the moon. How much would these things cost? How much would they cost altogether?</p> <p>Provide children with real life money for them to pay for the objects they are going to buy .</p>	<p>Talk about our planets in the Solar System.</p> <p>Discuss what the children will find in space.</p> <p>What type of things would they like to research to find further information on relating to space?</p>	<p>Role Play : Could the children act out the story with some friends? Which characters will you need to have? Will you use any props?</p> <p>Draw a proper astronaut's outfit that Baby Bear could wear during his adventure.</p>	<p>Junk modelling for children to create spaceships, rockets and planets.</p>	Staff member to dress as an astronaut for children to ask questions too.
Week 3	To question why things happen and	To begin to show confidence when	Threading fine motor rocket and spaceships.	Talking tables linked with a space focus; bear has landed on a	Count number of spaceships. Matching numeral and quantity	Look at images on interactive whiteboard of the	Create a space role play area for the children to	Large boxes, big enough for children to sit in, with	Space themed day .

	<p>provide their own explanations. (Ask who, what, where, when and why)</p> <p>To hold a conversation with one another and use language as a powerful means of sharing experiences and feelings.</p> <p>Learn new vocabulary linked to our children's interest.</p>	<p>asking adults for help.</p> <p>To adapt behaviour to different events, social situations and changes in routine.</p> <p>To create a space role play area where the children can play in a group, extend and elaborate their play ideas.</p> <p>To keep play going by responding to what others are saying or doing.</p>	<p>Support the children to begin to copy recognisable letters from their name.</p> <p>To use simple tools to effect changes to materials.</p>	<p>spaceship or rocket. What will he bring? How did he get there? How can we help him? What does he need to survive in space?</p> <p>Describing noises, appearances and sounds of spaceships, rockets and planets.</p>	<p>together.</p> <p>Comparing two groups of objects linked to our space topic- which group has more/less?</p>	<p>solar system- Can the children identify planets we have been looking at.</p> <p>Talk about similarities and differences of planets.</p> <p>Talk about why things happen and how things work.</p>	<p>engage with. Add torches, lights and other technology for the children to extend learning.</p> <p>Junk modelling materials and construction toys to make model rockets, space stations, alien homes and spaceships.</p>	<p>numbers on encourage children to develop their number ordering skills.</p>	
<p>Week 4 12/11/17</p>	<p>Use pictures of trains to support prepositions such as 'under', 'over', 'through' and 'behind'. Develop listening and attention through games with the children relating to items to take on a train ride.</p> <p>Following a set of instructions for a train ride. Can the children follow the directions?</p>	<p>Demonstrating friendly behaviour towards pictures of other children.</p> <p>Encourage the children to work together in teams to create bridges and tracks in the block/construction area for their trains to travel over.</p>	<p>Developing fine manipulative skills- Provide trains that connect to their carriages with a variety of different fasteners to help children develop their fine motor skills.</p> <p>Developing gross motor skills- A large box encouraging children to pull each other around. This activity works best on smooth surfaces or carpet.</p>	<p>Support children to make patterns and mark make in different textures e.g. creating a train track. Ascribe meaning to the marks they see in different places.</p> <p>To begin to hear and say the initial sounds in words.</p>	<p>Counting number of stops during the train ride. Focus on numbers before and after.</p> <p>Time how long the journey will take using stopwatches.</p> <p>Use trains with numbered carriages to order numbers, adding the correct number of carriages to the train or counting the carriages to practise one-to-one counting skills. Missing numbers- what train number have we missed?</p>	<p>Encourage the children to talk about their own train journeys- can they collect train tickets.</p> <p>Comment and ask questions about aspects of their familiar world such as the place they live: Discuss differences between journeys using different modes of transport.</p>	<p>Junk modelling for the children to create trains, bridges and tracks in the classroom. Enhance the areas using construction materials and small world trains.</p>	<p>In the outdoor area, hide pictures of the different things that the passengers see from the window of the train, around the outdoor area. The children could work together to find them, and maybe have a checklist to tick them off as they find them.</p>	<p>Trip to the train station. Invite a conductor in to talk to the children about their role to support real life experience.</p>
<p>Week 5</p>	<p>Describing the setting and characters of the Gruffalo story.</p> <p>Writing and following a set of instructions for making Gruffalo crumble.</p>	<p>Sharing the experience of Making and tasting Gruffalo crumble as a class.</p> <p>Gruffalo small world- Children to re-tell the story in small groups using props.</p>	<p>Gruffalo hunt- following directions and instructions.</p> <p>Fine motor activities using pegs as purple prickles.</p> <p>Gruffalo threading activities.</p>	<p>Writing instructions for making Gruffalo crumble.</p> <p>Drawing the path for the Gruffalo to travel on using sand, foam, glitter, gloop etc.</p> <p>Re-telling the Gruffalo story using a story map. (Talk for Writing).</p>	<p>Size ordering Gruffalo objects.</p> <p>Selects the correct numeral to represent numbers from 1-10.</p> <p>Weighing and measuring ingredients when making Gruffalo crumble.</p>	<p>Shows care and concern for living things and the environment.</p> <p>Use computers to develop mouse control and operate simple programmes.</p>	<p>Create Gruffalo small world area using natural materials from the garden.</p> <p>Props from the story to be used and masks for the children to re-tell the story.</p>	<p>Gruffalo hunt outside.</p> <p>Drawing Gruffalo footprints using different techniques e.g. chalk etc.</p>	<p>Making Gruffalo crumble</p>

<p>Week 6</p>	<p>Focusing attention on the story, joining in with repeated refrains and anticipating key events.</p> <p>Following directions when on a bear hunt.</p> <p>Recalling the events throughout the story - what did the bear experience?</p> <p>Supporting children to recount what happened within the story to create the experience during role play.</p>	<p>Beginning to accept the needs of others and take turns, sometimes needing support from others.</p> <p>To adapt behaviour in different social situations and changes in routine.</p> <p>Aware of the boundaries set and behavioural expectations.</p> <p>Following step by step instructions for making porridge for the bear.</p>	<p>Experimenting different ways of moving.</p> <p>Using one-handed tools and equipment - scissor control.</p> <p>Pencil control and beginning to copy letters from their name.</p> <p>Beginning to hold pencil between thumb and two fingers, no longer using whole-hand grasp.</p>	<p>Beginning to be aware of how stories are structured - discussing the beginning, middle and ending of the Gruffalo story.</p> <p>Joining in with repeated refrains and anticipating key events.</p> <p>Describing main story setting, events and characters.</p> <p>Retelling the story using props and visuals.</p>	<p>Gruffalo number prints from 10 onwards.</p> <p>Missing numerals</p> <p>Sequencing and writing numerals.</p> <p>Counts up to six objects from a larger group.</p> <p>Weighing and measuring ingredients when making porridge.</p>	<p>Find out about bears. What types of habitat do they live in? What do they eat?</p> <p>Look at different habitats - what to include when designing our classroom; River, woods, snow storm, mud etc.</p>	<p>Creating the bear hunt scene in the classroom using various materials.</p> <p>Engaging in imaginative role play.</p> <p>Using available resources to create props to support role play.</p>	<p>Prepositions - support children to go on top, under, behind, to the side and in front of a given object.</p>	
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