# Hallfield Primary School

## Nursery Medium term planning

### Topic: Favourite Animals

### Term: Summer 2 2020

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<tr>
<th>EYFS Principles</th>
<th>Development matters</th>
<th>Prime areas</th>
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| **Unique child** Practitioners | - understand and observe each child's development and learning, assess progress, plan for next steps  
- support babies and children to develop a positive sense of their own identity and culture  
- identify any need for additional support  
- keep children safe  
- value and respect all children and families equally | | |
| **Positive relationships** Positive relationships are: | Personal, social and emotional development | | |
| - warm and loving, and foster a sense of belonging  
- sensitive and responsive to the child's needs, feelings and interests  
- supportive of the child's own efforts and independence  
- consistent in setting clear boundaries  
- stimulating  
- built on key person relationships in early years Settings | - Aware of the boundaries set, and of behavioural expectations in the setting.  
- Keeps play going by responding to what others are saying or doing  
- To accept the needs of others and can take turns and share resources, sometimes with support from others  
- Can usually adapt behaviour to different events, social situations and changes in routine  
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  
- Initiates conversations, attends to and takes account of what others say.  
- Explains own knowledge and understanding, and asks appropriate questions of others.  
- Confident to speak to others about own needs, wants, interests and opinions.  
- Can describe self in positive terms and talk about abilities.  
- Beginning to be able to negotiate and solve problems | |
| **Enabling Environments** | Physical development | | |
| - value all people  
- value learning  
- They offer  
- stimulating resources, relevant to all the children's cultures and communities  
- rich learning opportunities through play | - Uses one-handed tools and equipment,  
- Handles tools, objects, construction and malleable materials safely and with increasing control.  
- Holds pencil near point between first two fingers and thumb and uses it with good control.  
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles  
- Can copy some letters e.g. letters from their name  
- Observes the effects of activity on their bodies  
- Understands that equipment and tools have to be used safely  
- Experiments with different ways of moving.  
- Jumps off an object and lands appropriately.  
- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. | |
| | Communication and language | | |
| | - To understand 'why' and 'how' questions  
- Introduces a storyline or narrative into their play.  
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  
- Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is??)  
- Uses a variety of questions (e.g. what, where, who)  
- To use more complex sentences to link thoughts (e.g. using and, because).  
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.  
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  
- Uses language to imagine and recreate roles and experiences in play situations.  
- Links statements and sticks to a main theme or intention.  
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  
- Listens and responds to ideas expressed by others in conversation or discussion. | |
| | | Phonic-Phase 1 and 2 |
### Specific Areas

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<th>Literacy</th>
<th>Mathematics</th>
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| Enjoys rhyming and rhythmic activities  
Enjoys an increasing range of books.  
To show an awareness of the way stories are structured  
Describes main story settings, events and principal characters  
Knows information can be relayed in the form of print  
Hears and says the initial sound in words  
Suggests how the story might end/make up own ending  
Writes own name and other things such as labels, captions.  
Shows awareness of rhyme and alliteration  
Knows that print carries meaning and, in English, is read from left to right and top to bottom  
Can segment the sounds in simple words and blend them together  
Continues a rhyming string | Notices simple shapes and patterns in pictures  
Counts objects to 10 and beginning to count beyond 10.  
Uses positional language  
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same  
Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.  
Knows that numbers identify how many objects are in a set  
Sometimes matches numeral and quantity correctly  
Compares two groups of objects, saying when they have the same number  
Selects a particular named shape.  
Shows curiosity about numbers by offering comments or asking questions  
Shows an interest in representing numbers. |

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| Enjoys joining in with family customs and routines.  
Notices detailed features of objects in their environment  
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world  
Can talk about some of the things they have observed such as plants, animals, natural and found objects  
Talks about why things happen and how things work  
Shows interest in different occupations and ways of life  
Knows that information can be retrieved from computers  
Recognises and describes special times or events for family or friends.  
Looks closely at similarities, differences, patterns and change. | Uses various construction materials  
Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.  
Uses movement to express feelings  
Engages in imaginative role-play based on own first-hand experiences  
Beginning to be interested in and describe the texture of things  
Introduces a storyline or narrative into their play  
Plays alongside other children who are engaged in the same theme.  
Plays cooperatively as part of a group to develop and act out a narrative  
Chooses particular colours to use for a purpose.  
Selects appropriate resources and adapts work where necessary.  
Constructs with a purpose in mind, using a variety of resources.  
Selects appropriate resources and adapts work where necessary.  
Selects tools and techniques needed to shape, assemble and join materials they are using. |
Possible activities

**Communication and Language**
- Talking about the different animals.
- Describing the animals
- Exploring and talking about animal habitats

**Physical Development**
- Move like animals
- Write your own animal names
- Play walking through the jungle game – children pause when they hear an animal sound

**PSED**
- How were the animals feeling?
- Feelings circle time
- Talk about our favourite animals

**Literacy**
- Drawing the zoo animals
- Creating our own story maps
- Making animal books
- Making animal fact files

**Mathematics**
- Counting the different zoo animals.
- Matching the animals to the correct numerals.
- Comparing the animals by length/height

**Understanding the world**
- Explore animals natural habitats
- Look at animal occupations – Zoologist, vet
- Look at zoos and how they care for animals

**Expressive Arts and Design**
- Animal masks from paper plates
- Collage animals
- Zoo Role play

**Book of the week:**
*Dear Zoo*

*Rod Campbell*

**Week 1&2**

**Trips / first-hand experience**
- Sensory: Exploring natural resources
Possible activities

**Communication and Language**
- Story table/props to explore the story
- Describing the different sea creatures.
- Talking about the structure of the story.

**Physical Development**
- Move like fish and animals from under the sea
- Write your own name
- Dance to ocean music

**Expressive Arts and Design**
- Make our own Rainbow fish
- 3D boxes of under the sea
- Under the sea role play

**Literacy**
- Making own story books
- Exploring and learning about sea creatures – using information books and stories.
- Under the sea puppet theatre

**Understanding the World**
- Explore under the sea
- Look at different sea animals
- Explore different objects under the sea

**Book of the week:**
**The Rainbow Fish**

**Mathematics**
- Counting fish / sea creatures/shells
- Making fish numbers
- Sharing shells – more/less
- Fish tank – making predictions

**PSED**
- Talking about our feelings
- Making our own feelings fish
- Talk about your friends
- Circle time on friendships and what makes a good friend

**Trips / first-hand experience**
- Sensory: Explore under the sea set up

**Week 3&4**
Possible activities

**Communication and Language**
- Learning the names of the Dinosaurs.
- Describing the dinosaurs
- Small group dinosaur presentations

**Physical Development**
- Moving like Dinosaurs
- Focus on scissors, developing cutting skills
- Dinosaur dig

**Expressive Arts and Design**
- Making Dinosaur masks
- Dinosaur Laboratory role play
- Fossils made from salt dough

**Literacy**
- Making out own dinosaur rhyming stories
- Retelling/acting out the story
- Designing dinosaur parks

**Understanding the world**
- Slimy Swamp
- Who am I game?
- Dig a dinosaur skeleton. - What did dinosaurs eat? Herbivores, carnivores and omnivores. - Dinosaurs today—alligators and crocodiles.

**Mathematics**
- Sizes mathematical vocabulary – e.g. Gigantic, Enormous, big, huge.
- Measure a dinosaur—comparing lengths of dinosaurs
- Dinosaur counting rhymes adding and taking away.

**PSED**
- Talk about feelings – how would you feel if you saw a dinosaur?
- Work as a group to share when making and designing their own Dinosaur.

**Trips / first-hand experience**
- Sensory: Slimy Swamp

**Book of the week:**
Dinosaur Roar

Week 5
Possible Activities

Communication and Language
Talk partners – talking about our favourite part of the story and why?
Creating a dinosaur quiz
Design our own dinosaur

Expressive Arts and Design
Make dinosaur masks and paint textured leaves for use in the role play area.
- Junk modelling
Make 3D dinosaurs from recycled materials
3D dinosaur eggs

Physical Development
Creating dinosaurs using clay
Moving to music like dinosaurs
Shadow puppets

Literacy
Creating a dinosaur fact file
Fiction: exploring books such as dinosaur stories (Dinosaur Roar, Dinosaurs love underpants, Tyrannosaurus Drip etc.)
Creating story maps

Understanding the world
What do we know about Dinosaurs?
What would we like to find out?
Fossils and Archaeology—how do we know about dinosaurs?

Book of the week:
Harry and his Dinosaurs of Buckets
Week 6&7

Trips / first-hand experience
Make 3D Dinosaur eggs – Paper Mache

PSED
Presentations on chosen dinosaurs
Friendship circle time
Show and tell – bucket of your favourite thing in

Mathematics
Counting and recognising numbers, shape and pattern
Balance a dinosaur—comparing objects (heavier/lighter)
Estimations of how many dinosaurs will fit in the bucket.

Understanding the world
What do we know about Dinosaurs?
What would we like to find out?
Fossils and Archaeology—how do we know about dinosaurs?