

MY TOWN AND PETS

First Hand Experiences
 Visiting pets
 Vet Nurse visit
 Visit to a bakery [or Tesco visit – bread]

<p>Vocab bungalow/House/street/town/library/ church/shops/ Dog/puppy Cat/kitten Vet</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • I know where I live [“I live in Dereham”]. • I know that there are different buildings in town and that they have different uses • I know that buildings have walls, floor, roof, door, windows. • I know what my pet needs to be healthy [food, water, a place to live, to be loved and cared for, to have toys/exercise]. • I know that a vet looks after animals who are ill • I know that animals/birds have offspring and that cats have kittens and dogs have puppies. 	<p>Skills</p> <ul style="list-style-type: none"> • I can talk about my home and my town • I can recognise some signs/symbols in my town [Post office sign, shop signs etc]. • I can say how I stay safe when I am in my town [crossing road with adult, not talking to strangers etc]. • I can name animals that can be pets • I can explain how to take care of a pet that I have or am familiar with • I can role play what might happen in a vet surgery/a shop/café
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Objectives	Possible Learning Activities
<p>Writing [30-50 months] • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.</p>	<ul style="list-style-type: none"> • Drawing detailed pictures • Colouring in and staying inside the lines • Mark making for a purpose [recording/counting]. • Awareness of print around them
<p>Reading [30-50 months] • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end.</p>	<ul style="list-style-type: none"> • Recognising logos [McDonalds, tesco etc] on town • Recognising their own names • Continuing with story time, reading comprehension • Using the book room • Blending and segmenting [objects] • Hearing initial sounds in words • Rhyming activities
<p>Number and Shape, Space and Measure [30-50 months] • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language.</p>	<ul style="list-style-type: none"> • Opportunities to mark make to represent number • Simple tallying [ticks, lines etc] to count, find out what children like etc • Numbers to ten – counting forwards and back • Counting claps, jumps, sounds as well as objects
<p>RE What is Easter?</p>	<ul style="list-style-type: none"> • Easter and Spring theme [Nursery to join in with Easter Service]. • Children to look for signs of spring/new life • Sharing how their families celebrate Easter • Children to take part in whole school Easter celebrations [Easter bonnet parade and Easter egg hunt]

Medium Term Plan – Nursery Spring 2

<p>Communication and Language [30-50 months]</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. <p>Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?).</p> <ul style="list-style-type: none"> • Developing understanding of simple concepts (e.g. big/little). • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. ‘Mummy gonna work.’) • Beginning to use word endings (e.g. going, cats). 	<ul style="list-style-type: none"> • Continue with circle time/talk time/Talk Box as class activities or interventions • Adults to continue to model language, social talk and relationships and encourage children to develop speaking, listening and understanding in the Nursery environment • Role play; Vets/Cafe
<p>Physical Development 30-50 months]</p> <ul style="list-style-type: none"> • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand 	<ul style="list-style-type: none"> • Scissor skills • Colouring in an outline • Climbing [trim trail] and moving to music in different ways
<p>Personal, Social and Emotional Development [30-50 months]</p> <ul style="list-style-type: none"> • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity. 	<ul style="list-style-type: none"> • Encouraging friendships and collaborative play • Encouraging children to express ideas, opinions and to see that everyone is different and special • Encouraging children to “use their words” to communicate needs and feelings
<p>Understanding the World from 30-50 months]</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> • Talking about pets and what pets need • Talking about parts of pets bodies and body coverings [fur, feathers etc]. • Talking about their town, homes etc • Visiting the church • Exploring the outdoor school environment [gardens, field].
<p>Expressive Arts and Design from 30-50 months]</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 	<ul style="list-style-type: none"> •