

**Grindon Infant and Nursery School Enhancing and Extending Spaces for Play**  
**EYFS Nursery Medium Term Planning 2016-2017 Spring 1**  
**Initial Theme: Story Time Subsequent Themes/Interests:**

Things To Care About	Possible Experiences, Opportunities and Activities
Children's Birthdays Nursery closed for Polling Station 12 <sup>th</sup> January 2017 Chinese New Year-28 <sup>th</sup> January 2017 (Chinese New Year Follow up week beginning 30 <sup>th</sup> January 2017 and ending with Parent Stay and Play 3 <sup>rd</sup> February 2017) Valentine's Day-14 <sup>th</sup> February 2017	Complete 2017 Colour New Year Wish activity. Begin the topic with We're Going on a Bear Hunt. Use We're Going on a Bear Hunt as the basis for Talk4Writing work. Set up a Bear cave role play area. Develop outdoor wood area linked to We're Going on a Bear Hunt. Complete Chinese New Year week with children completing a range of activities linked to Chinese New Year including food tasting, cooking tasks and creative work linked to the Year of the Rooster. Parent Stay and Play-Chinese New Year. Look at the work of famous artists as use as the basis for story setting work linked to the story. Continue monthly timeline with children choosing what they have done each month and displaying photographs of this. Continue weekly planning meeting with the children to include their ideas in the Continuous Provision for the indoor and outdoor environment.

**Learning and Development Focus**

<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Interested in others' play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</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>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult.</li> <li>• Expresses own preferences and interests.</li> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul> <ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed.</li> <li>• Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>• Responds to the feelings and wishes of others.</li> <li>• Aware that some actions can hurt or harm others.</li> <li>• Tries to help or give comfort when others are distressed.</li> <li>• Shows understanding and cooperates with some boundaries and routines.</li> <li>• Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>• Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<p><b>SEAL Syllabus</b>            'Going For Goals'            Begin weekly SEAL session.</p> <p>Continue with 'This Week in Nursery-To Try At Home' for the entrance area and 'Weekly Wonder Wall' in class to praise children's efforts and provide home/school links.</p>
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**Communication and Language**

- Listens with interest to the noises adults make when they read stories.
  - Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
  - Shows interest in play with sounds, songs and rhymes.
  - Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.
  - Listens to others one to one or in small groups, when conversation interests them.
  - Listens to stories with increasing attention and recall.
  - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
  - Focusing attention – still listen or do, but can shift own attention.
  - Is able to follow directions (if not intently focused on own choice of activity).
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- Identifies action words by pointing to the right picture, e.g., *"Who's jumping?"*
  - Understands more complex sentences, e.g. *'Put your toys away and then we'll read a book.'*
  - Understands 'who', 'what', 'where' in simple questions (e.g. *Who's that/can? What's that? Where is.?*).
  - Developing understanding of simple concepts (e.g. *big/little*).
  - Understands use of objects (e.g. *"What do we use to cut things?"*)
  - Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
  - Responds to simple instructions, e.g. to get or put away an object.
  - Beginning to understand 'why' and 'how' questions.
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- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
  - Holds a conversation, jumping from topic to topic.
  - Learns new words very rapidly and is able to use them in communicating.
  - Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *'I have it'*.
  - 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*).
  - Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
  - Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).
  - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
  - Questions why things happen and gives explanations.
- Asks e.g. *who, what, when, how*.
- Uses a range of tenses (e.g. *play, playing, will play, played*).
  - Uses intonation, rhythm and phrasing to make the meaning clear to others.
  - Uses vocabulary focused on objects and people that are of particular importance to them.
  - Builds up vocabulary that reflects the breadth of their experiences.
  - Uses talk in pretending that objects stand for something else in play, e.g. *'This box is my castle.'*

**Letters and Sounds**

See separate weekly planning linked to the children's key groups-Letters and Sounds Phase 1 continuing with Aspect 3 Body Percussion.

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**Physical Development**

- Runs safely on whole foot.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball.
- Turns pages in a book, sometimes several at once.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- 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.
- 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.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.
  
- Feeds self competently with spoon.
- Drinks well without spilling.
- Clearly communicates their need for potty or toilet.
- Beginning to recognise danger and seeks support of significant adults for help.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Beginning to be independent in self-care, but still often needs adult support.
- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

**PE**

Jump Start Jonny daily movement programme.  
  
Friday P.E lesson-Story Work linked to P.E Apparatus.

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<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'</li> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• 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> <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 own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<p><b><u>Talk4Writing</u></b> We're Going on a Bear Hunt</p> <p><b><u>FMS Development</u></b> Dough Disco Name Work</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</li> <li>• Recites some number names in sequence.</li> <li>• Creates and experiments with symbols and marks representing ideas of number.</li> <li>• Begins to make comparisons between quantities.</li> <li>• Uses some language of quantities, such as 'more' and 'a lot'.</li> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> <ul style="list-style-type: none"> <li>• Notices simple shapes and patterns in pictures.</li> <li>• Beginning to categorise objects according to properties such as shape or size.</li> <li>• Begins to use the language of size.</li> <li>• Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>• Anticipates specific time-based events such as mealtimes or home time.</li> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<p><b><u>Number</u></b> Begin Making Maths Magic</p>



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