WAYCROFT ACADEMY NURSERY
Medium Term Planning — Term 3 Animals

Personal, Social and Emotional Development
Forming good relationships with peers and adults.
Show a range of feelings and be sensitive to others.
Begin plan-do-review with children daily to extend their concentration span and involvement in activities.
Celebrating achievements of others.
Awareness of behaviour and boundaries in the setting e.g. tidying up and care of equipment.
Extend and widen friendships.
Share and take turns
Persist for extended periods of time.
Care and concern for others and the environment.
Introduce BLP characters—focus days

Communication and Language
Be able to talk about home and family.
Begin to have a favourite book.
Self-confidence to speak to others about interests.
Talk activities through and be able to reflect on and modify actions.
Introduce puppets for particular stories. (UW & Mathematics) using talk in pretending
Join in with repeated refrains in traditional stories.
Respond to simple instructions—when taking part in activities.

Physical Development
Begin PE sessions
Ability to dress and undress independently.
Negotiate space and change directions in the hall.
Move in a range of different ways—travelling over, under, along, through, etc.
Use stories to explore moving in different ways.
Develop ball skills, particularly throwing, kicking and catching.
Begin to refine writing skills—pencil control and grip.
Scissor skills.—straight and wavy lines
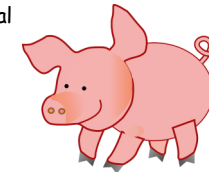Small motor skills—threading, manipulating small objects, etc..

The Three Little Pigs—a traditional story

Doing the Animal Bop
By Jan Ormerod and Lindsey Gardiner

Dear Zoo
By Rod Campbell

We're Going On A Bear Hunt
By Michael Rosen and Helen Oxenbury

Animals

Handa's Surprise
By Eileen Browne

Mathematics
Explore size e.g. 3 pigs, animals, etc
Continuing use of shape, and language of shape.
Use number rhymes and songs to count up and down to 10—using animal songs and rhymes.
Language of addition and subtraction.
Explore more and less.
Focus on numeral recognition above 5.
Awareness of house numbers (UW and EAD)
Songs linked to stories
Sorting for number and size.
Conservation of number up to 5.
Verbal counts to 20.
Introduce ordinal numbers e.g. 1st, 2nd, 3rd. (e.g First little pig, etc)

Literacy
Describe main story settings, events and characters.
Build up vocabulary linked to stories.
Identify that stories have a beginning, middle and end.
Suggest different endings to stories.
Ascribe meaning to marks made.
Develop awareness of individual sounds, especially sound of their name and exploring alliteration.
Develop awareness of rhyming words through stories and rhymes.
Increasing awareness of how to write their names, focusing on correct formation of letters.

Understanding the World
Link own experiences to stories heard—e.g. Have you ever seen animals at the zoo or farm?
Explore characters in stories—what makes them unique? How are they different to us? What makes us unique?
Explore the different settings of stories—in a home, in a wood—visit our outside area—is it a good place to act out the story? (We're going on a bear hunt)
Explore houses made of different materials. What is the best material? Why?
Show concern for living things—have vets inside—role play.
Explore using the programmable toys—change the beebots into animals.
Use the computer with increasing control. Use the mouse to interact with programs. Use the internet to watch / listen to stories, play simple games.

Expressive Arts and Design
Box models-joining materials together effectively.
Create houses using different materials –outside.
Puppet making linked to characters
Make story character masks.
Dress up as story characters
Create images of characters / parts of stories using a range of media.
Sing songs related to the stories
Use percussion instruments & shakers to accompany singing / provide sound effects for the stories.
Engage in role play—acting out stories heard, taking on role of vets, etc.
Explore textures linked to collage of animals.