**Nursery – Spring 1 Medium Term Planning Topic/Theme: Where the Wild Things Are**

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| **Special events** |  |  |  |  |  |  |  |
| **Key text**  **POR TEXT** | There’s a Monster In Your Book | The Monsters party | Where the Wild Things Are | Where the Wild Things Are | Chinese New Year Story  Chinese New Year is | The Gruffalo |  |
| **PSED** | We Look after property – we don’t damage things  Precious things – what are they? What is precious to you?  Explore losing precious items – what happened because it was lost? How can we solve our problem? How long does it take to find? How do we feel? | Confident to talk to other children and communicate freely about home  And talk about what they can do (feeling proud)  Children to reintroduce themselves to the group and say something you like doing at Nursery.  My name is \_\_\_  I like \_\_\_\_\_  Check children know each others names – can they find out something someone else enjoys dong at nursery? | Shows understanding and cooperates with boundaries and routines  Discuss what ‘**mischief’** means. What is Max doing that is naughty? (look at illustration on white board)  Can children think of any other naughty and mischievous things that Max might get up to..?  Talk about how Max’s mum felt and why she sent him to his room.  (use shoe box, to create bedroom)  Refer to golden rules and move Max’s name to the sad cloud.  CIRCLE TIME  Use the character of Max (wild things) to role play situations arising in the classroom where children need to be gentle.  Reminding children that sorry isn’t enough. Model checking victim is ok and reassurance not to do it again.  Encourage children to think of ideas and role model the gentle way to approach the situation. | Is aware of own feelings, and knows that some actions and words can hurt other’s feelings.  Begins to accept the needs of others.  Can take turns and share resources, with support.  Exploring emotions of the characters throughout the wild things story  lonely  Describe and name emotions using visual aids to support vocabulary development  Zones of regulation linked to Max  Rounds: “I feel… because..” put your name card under the emotion card to show how you feel  Sharing  Use the monsters and the cookies to explore the concept of sharing. One monster takes both of the cookies – then reluctantly is persuaded to give one to the other monster.  Explore the feelings of the monster and the concepts of ‘the same’ and ‘fair’. Acknowledge that sometimes it can be very hard to share/sometimes things can’t be shared/sometimes you have to wait your turn  (Note any HA maths skills with the biscuit sharing problem!)  Good manners  Refer to acts of gentleness and consideration recently observed in the classroom. Invite children / staff to ‘tell a good tale’ and provide stickers and clap for children who have been gentle to others or in their play.  **Eg** Saying ‘excuse me’ when trying to get past.  Passing object and toys to each other (not throwing)  Asking ‘please may I have a turn’ and waiting their turn.  Saying excuse me on the carpet and finding a space without fussing (and stepping on other’s fingers)  Walking and playing gently in the playground | We are honest – we tell the truth | The honesty game – ask the children to observe my behaviour then listen to my words – am I telling the truth? |  |
| **C&L** | . Quick Quality Question mark  Descriptive language linked to monster toys  Role play area: Deconstructed role play – home corner  ONGOING | Quick Quality Question mark  Children describe what they see;  ■ identify the monsters  ■ add new words to their vocabulary.  Describe it and find it – using Wild Things  Develop vocab to describe actions – I can jump etc | Visual approach - use the illustrations to encourage the children to predict what the text will be about, the genre, who the main character is  Shows understanding of prepositions such as ‘under’, ‘on top’ ‘behind’  gnash, roar, sharp, hairy, furry – develop other words to describe appearance of monsters. | Extend vocabulary – especially by grouping and naming, exploring the meaning and sounds of new words.  Describe it and find it using monsters from the story.  Retell the story of the Where the Wild Things Are –adult to use props in the middle and children to join in with the words and actions to act the story out. Leave the props on the carpet for children to play with.  (Using text Long Speaking Obs) | Shows understanding of prepositions such as ‘under’, ‘on top’ ‘behind’ | Extending vocabulary linked to the Gruffalo story  Developing language linked to creative and critical thinking.  Join in with repeated refrains, anticipate key events and phrases in rhymes and stories |  |
| **PD** | Gross motor skills group – daily  - negotiating space successfully, moving skilfully and freely with pleasure and confidence in a variety of ways  Daily dough gym intervention – increase and improve muscles strength and agility in fingers, hands & wrists | Cutting out different shapes to make our own shape monsters  Use one-handed tools and equipment | Monster playdough with wiggly eyes, match sticks, pipe cleaner etc  Handles malleable materials with increasing control | Ball skills  Assess LA – Gross Motor | Cooking – making and eating chinese noodles with chopsticks | Eat a healthy range of foodstuff and understand the need for variety in food |  |
| **Literacy** | Beginning to be aware of how stories are structured.  **Aspect 3: Body Percussion 1 Tuning into Sounds**  **Main Pupose**  To develop awareness of sounds and rhythms  Look, listen & note how well children:  - produce contrast in rhythm, speed and loudness  - Join in with words and actions to familiar songs  - articulate words clearly  - keep in time with the beat  - copy the sounds and actions  - make up patterns of sounds | Structure of a book  Differentiating between words and pictures  Writing shopping lists  Invitations  Food on paper plates and label  **Aspect 3: Body Percussion 1 Tuning into Sounds**  **Main Pupose**  To develop awareness of sounds and rhythms  Look, listen & note how well children:  - produce contrast in rhythm, speed and loudness  - Join in with words and actions to familiar songs  - articulate words clearly  - keep in time with the beat  - copy the sounds and actions  - make up patterns of sounds | Describe main story settings, events and principal characters  Examine the character of Max – why was he a ‘Wild Thing?’ Why do you think the monsters were afraid of him?  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Writing about our monsters pics  **Aspect 3: Body Percussion**  To distinguish between sounds and to remember patterns of sounds  Look, listen & note:  - copy a body percussion sound or pattern of sounds  - identify hidden sounds  - suggest ideas and create new sounds for the story | Knows information can be relayed in the form of print  Retell the story of the Where the Wild Things Are –adult to use props in the middle and children to join in with the words and actions to act the story out. Leave the props on the carpet for children to play with.  Model making up a simple story about a monster with a simple beginning, middle and end.  Can anyone else make up a monster story.  Invite children to come and draw/write a story in little books/zig zag books and tell us about it. Scribe story ideas.  Zig zag and mini books make up a monster story  Use imagination and descriptive vocabulary  **Phonics**  **Body Percussion 3** | Listens to stories with increasing attention and recall.  Acting out The Chinese New Year Story.  **PHONICS**  **Aspect 4 Rhyme and Rhythm: Tuning Into Sounds**  To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech  Look, listen and note how well children:   * Understand the pattern of syllables in the words presented to them * Sing or chat the rhyming string with the adult   Recognise the words that rhyme  Syllables  Hippo Has a Hat etc  Rhyming soup | Writing Valentine’s Day cards  Gives meaning to marks as they draw and write  Watch video about Julia Donaldson Interview on You Tube establishing that she is the author of ‘The Gruffalo’.  Role on the wall – Mouse  Writing letters to paw patrol to rescue Mouse.  Writing aeroplane tickets etc for The Gruffalo’s holiday  **PHONICS**  **Aspect 4 Rhyme and Rhythm:**  To increase awareness of words that rhyme and to develop knowledge about rhyme  Look, listen and note how well children:   * Recognise rhyming words   Listen and attend to the rhyming strings  Object sort  Gruffalo rhyming words  Simple Books with strong rhymes by Julia Donaldson  Hippo Has a Hat  One Mole Digging a Hole  Chocolate Mousse for Greedy Goose  Watch Ollie Smith’s rap of ‘The Gruffalo’, joining in to develop a sense of **rhythm** with the book. |  |
| **Mathematics** | Sorting and talking about monsters  Beginning to sort, categorise and organise objects.  Monster number rhymes – Use number names accurately in play – 5 Little Monsters Sleeping in my Bed | Knows that numbers identify how many objects are in a set (cardinality)  **Monster Maths**  Five little monsters jumping on the bed…  Sing and model with props  (Give children numicon pieces 1-5 to match) | Know when 2 groups of objects have the same number  Count objects 1:1  Measure Amaryllis and introduce height graph | Moshi Monster Maths  Simple differentiated problems  Monster Maths – today lets make up some number stories about our monsters. E.g. There were 5 monsters having a party and one went home and there were four left.. | Show an interest of numerals in the environment  Match and order the animals to the Chinese New Year number line  Ordinal numbers  Counting coins into lucky envelopes – match to numbers  Vocab of length and measurement | Collection of monsters – choose the monsters you would like to go in your numbered party bag  Matching numeral to quantit Chinese New Year y  **Number focus.**  Little Gruffalo Mouse asks Please can I have 4 nuts to eat?  Adult to grab a handful of five nuts (stick to board in a group)  ..  Explore and model how to check there really are 4, how to adjust if necessary and how to count out more carefully next time.  Next, mouse leaves a note to show what he’d like  e.g 3 apples and 5 nuts  Model how to read and think about the number, count out carefully and then check the amount. |  |
| **Understanding the world** | **People and Communities**  Did anyone celebrate Christmas over the holiday?  Any other family events?  **The World**  Winter display – invite children to bring it objects to add to the collection  Talk about some of the things they have observed in the natural world  Ice?  Introducing the Amaryllis plant  - what do chn know about how things grow/plants? | **People and Communities**  We have seen what the monsters can do – what can you do? What can your friends do?  say something you like doing at Nursery.  My name is \_\_\_  I like \_\_\_\_\_  Check children know eachothers names – can they find out something someone else enjoys dong at nursery?  **The World**  Who likes parties? What sort of things do you like to do at a party?  talking about celebrations in our homes. What do we celebrate and why/how?  Planning a party  Making jelly | **People and Communities**  **The World**  Settings for The Wild Things  Ocean, forest, island  Sail – video of a yacht sailing | **People and Communities**  **The World**  Growing an amaryllis – observing growth and changes. | **People and Communities**  Talk about upcoming celebrations – International Evening, Chinese New Year, Shrove Tuesday/Ash Wednesday  Recognise and describe special times or events for family or friends  Chinese new year display  Making CNY lanterns, lucky purses and cards, lion dancing, cooking and eating noodles  Recognise and describe special times or events for family or friends  **The World**  Cooking and eating noodles – irreversible change  Creative Critical Thinking – ways to cross a river | **People and Communities**  **The World**  Explore Wood mice and woodland settings.  Habitats of the characters in the Gruffalo  Owl – tree top  Snake – logpile  Fox - underground  Exploration of the outdoors using simple equipment – magnifying glasses, collection pots, non-fiction books  Creative and Critical Thinking – How can we rescue Mouse from the window ledge?  Creative and Critical Thinking – Can you make a home for the Gruffalo? |  |
| **Expressive arts & design** | Link with phonics – instruments  Explore the different sounds of instruments – setting up a music station | Explore different ways of making sounds with your bodies? Brainstorm – how many different ones can you think of?  **Sing action song:**  ***Keep on dancing***  model a **small sequence of movements/sounds** to copy e.g. clap, jump, clap  Or clap, jump, wave  Can any confident children be the leader and create a pattern for others to copy. Repeat the patters to create a rhythm. | Listen to Wild Rumpus music – use movement to express feelings  Create movement in response to music  Drawing wild things with black felt tip pen  Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects | Painting and collaging Wild Things  Explores what happens when they mix colours  Experiments to create different textures  **Body Percussion**  **To the beat…**  Play an instrument to the beat. Encourage children to move to the beat (slow, fast, medium) and observe how well they march, stamp, jump etc to the beat. Invite them to think of different body movements to act out.  EXT  **The Pied Piper/Action Songs**  Use different instruments for the Piper to play, with children moving in different ways in response. The child at the front decides on the movement and the rest of the group move in the same way. They follow the leader around the indoor or outdoor space, marching, skipping and hopping – vary the pace and describe the action: *Fast*, *faster*, *slow*, *slower*.  **Words about sounds**  Explore different ways of making sounds  Introduce vocab thet helps the children to discriminate and contrast sounds.  e.g.  *Slow, fast*  *Quiet, loud*  *Long, short*  *Type of sound e.g. click, stamp*  *Type of movement*  *e.g. rock, march, skip*  Start with simple opposites that are obviously different (e.g. loud, quiet)  *Can you make a clicking sound? How? What part of your body are you using?*  *Can you make a stamping sound? scratching?*  Encourage inventiveness and different responses.  *Loud/quiet sound? A long/short sound?* | Chinese new year display  Making CNY lanterns, lucky purses and cards, lion dancing, cooking and eating noodles  Captures experiences and responds with a range of media  Creative Critical Thinking – ways to cross a river | Making clay monster models  Learn The Gruffalo song  Watch Ollie Smith’s rap of ‘The Gruffalo’, joining in to develop a sense of **rhythm** with the book. |  |