

Sunnybrow Primary School: Nursery and Reception Medium Term Overview

Term: Spr 1

Overriding theme: Toys

<p>Key learning:</p> <ul style="list-style-type: none"> -How are my toys different to Grandma's? -What are toys made of? -How do toys move? -How could I make my own toy with a moving part? 		
<p>Communication & Language:</p> <ul style="list-style-type: none"> -Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions -Listen to stories with increasing attention and recall -Anticipates key events and phrases in rhymes and stories SEND -Shows interest in play with sounds, songs and rhymes <ul style="list-style-type: none"> -Answer how and why questions about their experiences and in response to stories and events -Respond to instructions involving a two-part sequence -Understand who, what and where in simple questions and begin to understand how and why questions -Shows understanding of prepositions such as 'under', 'on top' etc by carrying out the right action -Understand more complex sentences (put the toys away and then we will read a book) <ul style="list-style-type: none"> -Extends vocabulary, especially by grouping and naming, or exploring the meaning and sounds of new words –Use talk to organise, sequence and clarify thinking, ideas, feelings and events -Question why things happen and gives explanations Build up a vocabulary that reflects their breadth of experience SEND -Use different types of everyday words (nouns, verbs and adjectives) -Beginning to ask simple questions -Beginning to talk about people and things that are not present 	<p>Physical Development:</p> <ul style="list-style-type: none"> -Uses a pencil and holds it effectively to form recognisable letters most of which are correctly formed -Show good control and co-ordination in large and small scale movements -Handles tools, objects, construction and malleable materials safely and with increasing control -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it -Show control in using mark-making tools -Imitates drawing simple shapes such as circles and lines -Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles <ul style="list-style-type: none"> -Observes the effects of exercise on the body -Know the importance for good health of physical exercise and a healthy diet -Observe the effect of exercise on the body -Dresses with help SEND/Nursery -Show awareness of what toilet/potty is used for -Clearly communicates wet or soiled nappy 	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> -Take steps to resolve conflicts with other children -Play cooperatively, taking turns with others -Show sensitivity to others' needs and feelings -Take account of others ideas about how to organise their activity -Plays in a group, extending and elaborating ideas SEND -Plays cooperatively with a familiar adult -Interested in others play and starting to join in <ul style="list-style-type: none"> -Can describe self in positive terms and talk about abilities -Are confident to speak in familiar group, will talk about their ideas and will choose the resources they need for their chosen activities -Confident to talk to other children when playing, and will communicate freely about home and community <ul style="list-style-type: none"> -Understand that their own actions affect other people -Beginning to be able to negotiate and solve problems without aggression -Understand that some actions can harm or hurt others -Become more aware of their own feelings and know that some actions of words can hurt other's feelings SEND Is aware of other's feelings -Responds to a few appropriate boundaries with encouragement and support
<p>Literacy:</p> <ul style="list-style-type: none"> -Read words and simple sentences within Phase 2 -Demonstrate an understanding when talking with others about what they have read -Continue a rhyming string -Show awareness of rhyme and alliteration 	<p>Mathematics</p> <ul style="list-style-type: none"> -Count, subitise and compare numbers to 5 -Find one more or less than a number -Begin to use language related to time -Begin to measure periods of time -Understand the concept of zero 	<p>Understanding the world:</p> <ul style="list-style-type: none"> -Exploring and describing different materials. Collecting and sorting toys into different categories (big, small, hard, shiny, soft, dull, how they work) -Explore how toys move, investigations using balls, wheeled toys etc. How can it move? (Push, pull, battery)

<ul style="list-style-type: none"> -Listen to stories with increasing attention and recall -Describes main story settings, events and principal characters <p>SEND</p> <ul style="list-style-type: none"> -Repeats words or phrases from familiar stories -Fills in missing words or phrases in a known rhymes, story or game <ul style="list-style-type: none"> -Write own name and labels and captions -Attempts to write short sentences in meaningful contexts -Children use their phonics knowledge to write words in ways which match their spoken sounds -Write some irregular common words <p>-A-Z of toys information book</p> <p>-Lost poster for Old Bear</p> <p>Create new adventure for toys</p> <ul style="list-style-type: none"> -Distinguishes between the different marks they make -Sometimes gives meaning to marks they make as they draw, write and paint -Write pre-writing shapes 	<ul style="list-style-type: none"> -Explore the composition of numbers to 5 -Count accurately using 1:1 correspondence <ul style="list-style-type: none"> -Compare collections of objects -Understand the oneness of one, twoness of two and Threeness of three -Compare numbers 1-3 -Count objects applying the counting principles -Identify circles and triangles 	<ul style="list-style-type: none"> -Comparing toys from now and then-what they were made of, how they worked. Talking about their own toys and toys their parents or Grandparents used -Understand that everyone likes different things and are sensitive to this <ul style="list-style-type: none"> -Remembers and talks about significant events in their own experience -Recognises and describes special times or events for family and friends -Talks about why things happen and how things work <p>SEND-Enjoys pictures and stories about themselves, their families and other people</p> <p>YR and Nursery</p> <ul style="list-style-type: none"> -Select and use technology for particular purposes -Use a selection of programmable/electronic toys, including toys with remote controls -Use left-click button to select objects on a screen -Shows skill in making toys work by pressing parts of lifting flaps to achieve effects such as sound, movements or new images
	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> -Exploring printing by Andy Warhol -Design & make toy with moving part -Manipulate materials to achieve a planned effect -Constructs with a purpose in mind -Selects appropriate resource and adapts work where necessary -Experiment with blocks, colours and marks -Understands that they can use lines to enclose space and begin to use these shapes to represent objects -Begin to construct with a purpose in mind 	