

| Nursery 7th November 2022  |  | Medium Term Planning  |  |  |  |
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| Pirates Birth - Three  |  |   |  |  |  |
| Personal, Social and Emotional Development   |  | Communication and Language  |  | Physical Development   |  |
| <p>Develop friendships with other children.<br/>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.<br/>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.<br/>Show more confidence in new social situations.<br/>Play with one or more other children, extending and elaborating play ideas.<br/>Increasingly follow rules, understanding why they are important.</p> <p><b>Activities</b><br/>Role play being a pirate outside on pirate ship.<br/>Build up small world pirate stories as a group<br/>Choose appropriate Pirate resources to support their play.<br/>Play games in big hall as part of Pirate and Princess Day.<br/>Work together to find the right key for the treasure chest.</p> |  | <p>Start to develop conversation, often jumping from topic to topic.<br/>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.<br/>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.<br/>Understand simple instructions like "give to nanny" or "stop".<br/>Use a wider range of vocabulary.<br/>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".<br/>Start a conversation with an adult or a friend and continue it for many turns.<br/>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p><b>Activities</b><br/>Talk about pirates, treasure, costumes, ships and flags.<br/>Use pirate language during play-extend sentences when explaining ideas<br/>Listen to the pirate stories and predict what might happen next.<br/>Use talk to help draw a wanted poster.</p> |  | <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.<br/>Build independently with a range of appropriate resources.<br/>Go up steps and stairs, or climb up apparatus, using alternate feet.<br/>Use large-muscle movements to wave flags and streamers, paint and make marks.<br/>Start taking part in some group activities which they make up for themselves, or in teams.<br/>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.<br/>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.<br/>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.<br/>Use one-handed tools and equipment, for example, making snips in paper with scissors.<br/>Use a comfortable grip with good control when holding pens and pencils.<br/>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b>Activities</b><br/>Pirate obstacle course<br/>Cut out Pirate flag &amp; pirate figures to create a scene<br/>Dress in costumes with help.<br/>Thread beads to make jewellery.<br/>Pirate obstacle course to get to the treasure.<br/>Make jewels with glitter, stones &amp; glue.<br/>Use tweezers to pick up small jewels, coins &amp; put into treasure chest.<br/>Draw pirates<br/>Can copy some letters, e.g. letters from their name</p> |  |
| Literacy   |  | Mathematics   |  | Understanding the World  | Expressive Arts and Design   |
| <p>Develop play around favourite stories using props.<br/>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.<br/>Pay attention and respond to the pictures or the words.<br/>Enjoy drawing freely.<br/>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."<br/>Sing songs and say rhymes independently, for example, singing whilst playing.<br/>Enjoy sharing books with an adult<br/>Understand the five key concepts about print:<br/>-print has meaning</p>  |  | <p>Climb and squeeze themselves into different types of spaces.<br/>Build with a range of resources.<br/>Recite numbers past 5.<br/>Say one number for each item in order: 1,2,3,4,5.<br/>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').<br/>Show 'finger numbers' up to 5.<br/>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.<br/>Understand position through words alone - for example, "The bag is under the table," - with no pointing.<br/>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>  |  | <p>Repeat actions that have an effect.<br/><br/>Explore how things work.</p> <p><b>Activities:</b><br/>Talk about how their pirate prop works.</p>   | <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.<br/>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.<br/>Make simple models which express their ideas.<br/>Create closed shapes with continuous lines and begin to use these shapes to represent objects.<br/>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> |

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| <ul style="list-style-type: none"><li>- the names of the different parts of a book</li><li>- print can have different purposes</li><li>- page sequencing</li><li>- we read English text from left to right and from top to bottom</li></ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"><li>- spot and suggest rhymes</li><li>- count or clap syllables in a word</li><li>- recognise words with the same initial sound, such as money and mother</li></ul> <p><b>Activities:</b><br/><b>Make treasure maps and write “x” to mark the treasure.</b><br/><b>Draw and paint pictures of pirates, parrots, ships and treasure.</b><br/><b>Colour in Pirate picture &amp; trace pencil control pictures.</b><br/><b>Read a range of pirate stories, rhymes and poems.</b><br/><b>Repeat key phrases from stories.</b><br/><b>Retell stories through words &amp; actions.</b><br/><b>Develop own role play stories using ideas from stories we've read.</b></p> | <p><b>Activities:</b><br/><b>Match the amount of treasure to a numeral.</b><br/><b>Count pieces of treasure.</b><br/><b>Recognise the shapes used to decorate the flags.</b><br/><b>Use positional language when playing pirate games.</b><br/><b>Position &amp; glue shapes to create a pirate boat picture</b></p> |  | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p><b>Activities:</b><br/><b>Sing Pirate songs.</b><br/><b>Role play a Pirate adventure.</b><br/><b>Make pirate props to use in role play, e.g. telescope, treasure chest.</b><br/><b>Tell pirate stories with the small world pirates &amp; pirate boat.</b></p> |
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