Medium term plan
First Half Spring Term 2024
Nursery - Foundation Stage – Where do animals live?

Nursery learning intentions are taken from Development Matters

Vocabulary: zoo, country, zoo-keeper, materials, change, same, different, young, old, dinosaur

Area of Learning	Week 1 1.1.24 and 8.1.24 Dear Zoo	Week 2 15.1.24 Dear Zoo	Week 3 22.1.24 The Shopping Basket	Week 4 29.1.24 The Shopping Basket	Week 5 5.2.24 Owl Babies	Week 6 Combine with week 5 Owl Babies	
PSED through other six areas of learning	Understand gradually how others might be feeling. How do you think the animals were feeling when they were sent back to the zoo?	Find solutions to conflicts and rivalries. Do you think all the animals could live together? Why/Why not?	Develop their sense of responsibility and membership of a community. How could we help Steven?	Talk with others to solve conflicts. What could Steven have done differently?	Make healthy choices about food, drink, activity and tooth brushing. What do owls eat? Where do they live? Do they need to make healthy choices like us?	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. How did the owls feel when they couldn't see their mum?	
CLL&L - plus daily 10min Letters and sounds Phase 1	Understand the five key concepts about print Share the story of the week in small groups and ask questions based on the 5 concepts	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write a shopping list for the zoo keeper	Enjoy listening to longer stories and can remember much of what happens. Use animals, shopping basket and other props to recall the story	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Vote on your favourite animal story and share why.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Why did the owls feel so scared? How did mummy feel?	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Can you retell the story using the story map?	

Maths – plus daily 10min Maths together	Understand position through words alone – for example, "The bag is under the table," – with no pointing. Use crates from the story. Where is the animal?	Experiment with their own symbols and marks as well as numerals. Write prices for the class shop. How much, coins, pennies, count etc	Solve real world mathematical problems with numbers up to 5. Use the food from the story into a shopping basket and match to numerals.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count the number of foods left after meeting each animal.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Roll the dice and collect the right amount of feathers for your owl.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Play peep a shape – what could it be? What can't it be? Why? Why not?	

UW **Geography** **sticky** **knowledge** Know that there are different countries in the world Name objects on a simple road mat e.g. road, building, roundabout, car parks, shop. **History sticky knowledge** To know dinosaurs lived a long time ago.	Explore collections of materials with similar and/or different properties. Look at how animals have different markings. Why do we think this is needed? Could we see a dinosaur if we went to the zoo? Why not?	Talk about the differences between materials and changes they notice. Freeze animals in ice balloons – how does ice change over time? Why? How have zoos changed over the years? Why?	Understand the key features of the life cycle of a plant and an animal. Look at the life cycle of one of the animals from from the story e.g. puppy – dog Calf – elephant Joey - kangaroo	Begin to understand the need to respect and care for the natural environment and all living things. What can we do to look after animals? What do they need? How do we know? Food, water, shelter, sleep. Do we need the same things?	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Learn about where owls live around the world. How are they the same? Different? Look at maps and find different habitats.	Talk about what they see, using a wide vocabulary. Discuss owls and owlets, hunting, flying etc. What do they eat? How do they catch it?	
PD Healthy Movers x 3 per week	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Move like the animals in the story. Jungle Journey and other animal Healthy Movers.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Healthy Movers – e.g. Birds on a wire, Jungle Journey	Use one-handed tools and equipment, for example, making snips in paper with scissors. Cut coiled snakes, draw and cut out animals, make puppets, cut manes for lions	Use a comfortable grip with good control when holding pens and pencils. Add spots or stripes to animal outlines	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Build homes for the owls outdoors with large blocks, planks to land on etc.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	
EAD	Make imaginative and complex 'small worlds' with blocks and construction kits,	Explore different materials freely, to develop their ideas about how to use them and what to	Join different materials and explore different textures.	Create closed shapes with continuous lines and begin to use these shapes to	Respond to what they have heard, expressing their thoughts and	Play instruments with increasing control to express their feelings and ideas.	

| | such as a city with different buildings and a park.

Create a zoo with loose parts. What does it need to keep animals safe? | make.

Art trolley with range of resources. Add scissors, hole punches, different patterned paper etc. | Use gummed paper, felt etc to make a habitat for one of the animals | represent objects.

Draw the animals from the story in Drawing Club | feelings.

Listen to music written with animals in mind e.g. flight sounds | Use 2Simple create to make music to accompany the owls | |