Norton Infant School – Reception/ Nursery Medium Term Plan (Spring Term 2019 -20)

**Guiding Question: Fantastic Minibeasts - Where can you find them and why are they important?**

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|  | **1** | **2** | **3** | **4** | **5** | **6** |
|  | **06.01.20**  Insect Lore  Butterfly and wormery | **13.01.20**  Meet the Creature | **20.01.20**  Field work week 21.01.20 | **27.01.20**  Start date work for making signs. | **03.02.20**  Work for making signs | **10.02.20**  Letters and invites. |
| Key Question | What do we already know about minibeasts? | What will we ask the expert? | What have we found out about minibeasts? | What do we like about our teacher’s signs? | What do we like about our art work? | How can we celebrate our beautiful work? |
| Core Text | Twist and Hop Minibeast Bop | | | | | |
| Non-fiction | Brilliant Bugs  Bugs! Bugs! Bugs!  From Caterpillar to Butterfly  Kaleidopops Book Bugs  Caterpillars and butterflies | | | | | |
| Fiction | The Very Hungry Caterpillar | Mad about minibeasts | We’re going on a bear hunt let’s discover bugs | The Butterfly | What the ladybird heard | Spinderella |
| PSED | Looking after creatures. | Preparation Following rules and routines when meeting visitors and going out of school. | Team work.  Working together and helping each other on our expedition.  Following rules and routines in others settings. | Sharing ideas. | Talking about themselves and others in a positive way. | Who helps us in our community? |
| Circle Time | What colour makes you happy? | Looking forward to our trip. keeping ourselves happy and safe.  Nursery linked to PSED | What were the best bits about our Austerfield field work day?  Nursery linked to PSED | Sharing our adults work?  I praise…  Nursery linked to PSED | Sharing our minibeast art work.  Nursery linked to PSED | Who helps us in our community  Why is it important to help people? |
| CLL | Opportunities for CLL through class discussion, circle time, sharing stories and information books. Child initiated opportunities in continuous provision. | | | | | |
| PD | Nursery Ball skills  work stations  Travelling in different ways  along apparatus. | Nursery Ball skills  Ball skills  Rolling  patting  kicking | Nursery Ball skills  work stations  Travelling in different ways  along apparatus. | Nursery Ball skills  Ball skills  Working with a partner. | Nursery Ball skills  work stations  Travelling in different ways  along apparatus. | Nursery Ball skills  Ball skills working with a partner. |
| Literacy | Introduce core text.  What do you think the story is about?  Read story focusing on rhyming words  Make a mindmap - What do we already know about minibeasts? | Forming questions to ask the experts.  Children to write their own questions. Nursery as a class/in  Reception group | Recount of the field work day  Nursery to recount meet the creature and talk about what we have found out.  Thank you letter to the expert.  Class letters | Nursery silly soup insects with labels focusing on initial sounds.  Nursery - Draw minibeasts -giving meaning to the marks they make.  Label parts of the minibeasts  Minibeast fact focus:  Butterfly ladybird  spider  worm  snail  beetle  dragon fly  bee  What do we know about…  Writing Minibeast facts to match the photograph. | Continue writing Minibeast facts  Nursery - Draw minibeasts -giving meaning to the marks they make. | Invitations to the garden party.  Nursery invitation for parents.  Letters to Mayor and the Parish Council. |
| Maths | Recap 1, 2 and 3 using number blocks.  Use numicon, dice, number line and 10 frames  Number bonds | Recap 4 and 5 using number blocks.  Use numicon, dice, number line and 10 frames  Counting Sets | Splitting 5 objects in different ways and recognising that the total remains the same.  Comparing groups | Nursery numberline  Recognising numbers and matching number to quantity.  Addition: Combining groups | Nursery numberline  Recognising numbers and matching number to quantity.  Number bonds: ten frame | Recap 2D shapes.  2D shape patterns  Number bonds: part whole model |
| UTW | Look at the life cycle of a butterfly. | What did we find out from our minibeast expert.  Group posters. | Austerfield field work.  What did we find out? Add facts to Group posters | Minibeast fact finding. | Minibeast fact finding. | People in our community: Parish council what are their jobs? |
| EAD | Enhancing our immersive areas with: Caterpillar and  Butterfly paintings. | | Make a photograph collage of meet the creature.  Make a photograph collage of our field trip.  Display for parents. | Artwork of minibeast focus group for the signs and number line. | | Making invitations.  Create a front cover. |
| Songs | Ugly bug ball  Incy wincy spider  Wiggly Woo  The minibeasts came in two by two | | | | | |

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|  | **7** | **8** | **9** | **10** | **11** | **12** |
|  | **24.02.20**  Developing our outdoors environment | **02.03.20**  Developing our outdoors environment | **09.03.20**  Developing our outdoors environment | **16.03.20**  Assessment  Garden party  20.03.20 | **23.03.20**  Easter | **30.03.20**  Easter |
| Key Question | What plants do bugs like? Have we got any in our garden? | What’s a bug hotel and how can we make one? | What’s happening in our garden? | Garden Party | Why do we celebrate Easter? | |
| Core Text | Twist and Hop Minibeast Bop | | | | | |
| Non-fiction | Brilliant Bugs  Bugs! Bugs! Bugs!  From Caterpillar to Butterfly  Kaleidopops Book Bugs  Caterpillars and butterflies | | | | | |
| Fiction | Invite children to bring in their own books from home to share about minibeasts. | | | | | |
| PSED | Making rules for our garden. | Taking turns | Being kind and caring. | Garden party celebrations.  Changes in routine and expectations. | Family celebrations | |
| Circle Time | Looking after our property. | Waiting your  turn.  Giving puppet advice | Good manners Giving puppet advice. | What have you enjoyed about our expedition? | What are you going to do in the Easter holidays? | Keeping safe during the holidays. |
| CLL | Opportunities for CLL through class discussion, circle time, sharing stories and information books. Child initiated opportunities in continuous provision. | | | | | |
| PD | Dancing  Moving in a variety of different ways to express ideas in response to music. | | | Performing Ugly bug ball dance. | Parachute games. | Parachute games.  include balls |
| Literacy | Minibeast rhymes / poems  Writing own poems | | Writing a shopping list. | Pictorial representation of instructions.  Instructions for making a sandwich. | List signs of spring . | Assessment  Tricky words  Phonics |
| Maths | Recognising shapes in the environment.  Looking at the shapes of real everyday objects.  Number bonds - part whole model | Counting 1 :1 correspondence.  1-10  2D shapes | Counting objects from a larger set.  3D shapes | Counting objects that cannot be moved.  subitizing.  3D shapes | Recognising and representing number.  Exploring patterns | Ordering two or three objects by length or height.  Assessments |
| UTW | Children to work together to create a bug hotel and develop our garden. | | Looking after our environment.  Preparing  our outdoor area for the Garden Party. | Taking part in the celebrations.  Friends, family and other people in our community. | Easter celebrations.  New life and new beginnings | |
| EAD | Painting pebbles  Decorating plant pots.  Hanging garden decorations. | “Ugly bug ball”  Dancing  moving creatively as bug.  Clay bugs | “Ugly bug ball” dancing to perform for parents.  Clay bugs | Baking buns  Making sandwiches | Easter crafts | Easter crafts |
| Songs | Ugly bug ball  Incy wincy spider  Wiggly Woo  The minibeasts came in two by two | | | | | |

Nursery Only