

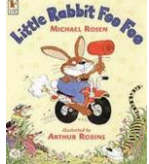
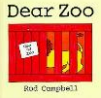
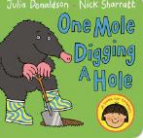
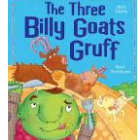
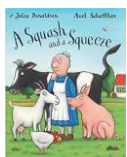
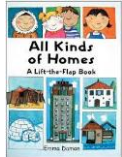
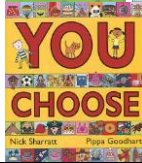
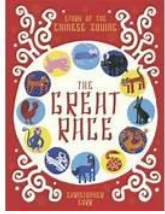
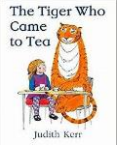
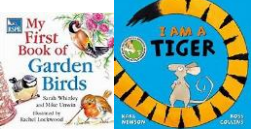
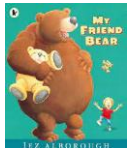


## EYFS – Nursery – ‘What’s Inside?’ Medium Term Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Core text</b>	<p><b>Wow:</b> Sorting animals in Imagination den</p> 	<p><b>Wow starter:</b> Fairy door- Where do I live?</p> 	<p><b>Chinese New Year Year of Rabbit</b></p> 			
<b>Quality Texts</b>	<p>Engage in extended conversations about stories, learning new vocabulary Know many rhymes, be able to talk about familiar books The Shark in the Park Re-telling story using story spoons</p>	<p>Engage in extended conversations about stories, learning new vocabulary. Spot and suggest rhymes A Squash and a Squeeze, Peace at Last, All kinds of Homes</p>   	<p>Enjoy listening to longer stories and can remember much of what happens. Engage in extended conversations about stories, learning new vocabulary The Great Race – Sequencing and re-telling through role play</p> 	<p>Understand three key concepts about print: - print has meaning - the names of the different parts of a book - page sequencing -</p>  <p>Can a tiger be a pet? Can a tiger come to nursery? What makes a good pet? How can we care for our pets?</p>	<p>Talk about what they see using a wide vocabulary</p>  <p>Bird watching – link to previous learning about owls.</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p>
<b>PSHE</b>	<p>I will talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. I will understand gradually how others might be feeling. I will develop a sense of membership of a community.</p>  <p>Making a ‘Book of Friendship’. Children choose their friends, know their names and can talk about what they enjoy doing together. Record with photos</p>					
<b>SLC</b>	<p>Understand ‘why’ questions Use a wider range of vocabulary Building vocabulary of British wildlife and domestic animals</p>	<p>Understand ‘why’ questions Use a wider range of vocabulary Where do you live? Which rooms are inside your house? Which rooms are downstairs?</p>	<p>Understand ‘why’ questions Use a wider range of vocabulary Which animals live in your house?</p>	<p>Understand ‘why’ questions Use a wider range of vocabulary Can a tiger be a pet? Can a tiger come to nursery? What makes a good pet? How can we care for our</p>	<p>Understand ‘why’ questions Use a wider range of vocabulary Which animals or birds can you spot in your garden?</p>	<p>Understand ‘why’ questions Use a wider range of vocabulary How do you get to school? Which way do you walk to school?</p>

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		What do you do in each room? Which rooms are upstairs? What is your bedroom like?		pets?		
<b>Physical Development</b>	I can use large-muscle movements to wave flags and streamers, paint and make marks.		I can use large-muscle movements to wave flags and streamers, paint and make marks.		I can use large-muscle movements to wave flags and streamers, paint and make marks.	
<b>Reading</b>	<p>Develop their phonological awareness, so that they can: recognise words with the same initial sound</p> <p><b>Aspect 1 -</b> Environmental sounds</p> <p><b>Aspect 5-</b> Alliteration Strand 1,2,3 To talk about environmental sounds. To listen to the beginning sounds in words. <i>I Heard...</i> <i>I Can Find</i> <i>Silly Soup</i> <i>Walk With Me – Beat Baby</i></p>	<p>Develop their phonological awareness, so that they can: recognise words with the same initial sound</p> <p><b>Aspect 4 -</b> Rhythm and Rhyme Strands 1,2,3 To recognise rhyming words. <i>Rhyming pairs</i> <i>Whose Pet is This</i> <i>Clog the Dog</i> <i>What’s in the box? ‘m’ and ‘d’</i></p>	<p>Develop their phonological awareness, so that they can: count or clap syllables in a word</p> <p><b>Aspect 1 -</b> Environmental sounds</p> <p><b>Aspect 4 -</b> Voice Sounds Strand 1,2,3 To make sounds with my voice. <i>Guess the pet</i> <i>Pet sounds</i> <i>What’s in the box? ‘g’</i></p>	<p>Develop their phonological awareness, so that they can: count or clap syllables in a word</p> <p><b>Aspect 5-</b> Alliteration To begin to recognise words with the same sound. To find words that begin with a given sound. <i>Pets at the vets</i> <i>Playful Pets</i> <i>Name that Pet</i> <i>What’s in the box? ‘o’</i></p>	<p>Develop their phonological awareness, so that they can: recognise words with the same initial sound</p> <p><b>Aspect 2 -</b> Instrumental sounds</p> <p><b>Aspect 3 -</b> Body percussion Strand 1,2,3 To copy and perform a pattern of sounds. <i>Copy Cats</i> <i>Visit to the Vets</i> <i>The Box of Tricks –Beat Baby - What’s in the box? ‘c’ and ‘k’</i></p>	<p>Develop their phonological awareness, so that they can: recognise words with the same initial sound</p> <p><b>Aspect 7 -</b> Oral blending and segmenting Strand 1,2,3</p> <p><b>Aspect 4 -</b> Rhythm and Rhyme Strands 1,2,3 To hear initial sounds in words To blend sounds to make short words <i>Metal Mickey-using a parrot</i> <i>Cross the River</i> <i>Animal syllables</i> <i>What’s in the box? ‘e’</i></p>
<b>Writing</b>	<p>Write some or all of their name.</p> <p>Writing names using whiteboard pens, chalk, pencil. <i>‘My Christmas’</i></p>	<p>Use some of their print and letter knowledge in their early writing. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Write some or all of their name. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Drawing their own house, rooms and objects in each room Writing name with paint. Drawing animals from ‘The Great Race’</p>	<p>Write some or all of their name Drawing pet</p>	<p>Write some or all of their name Drawing pet</p>	<p>Use some of their print and letter knowledge in their early writing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Drawing a tiger</p>	<p>Write some or all of their name</p>
<b>Maths</b>	<p>Solve real world mathematical problems with numbers up to 5 Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations,</p>	<p>Solve real world mathematical problems with numbers up to 5 Composition of numbers to 5 Link numerals and amounts: for example, showing the right number</p>	<p>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’ Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5</p>	<p>Solve real world mathematical problems with numbers up to 5 Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems</p>	<p>Solve real world mathematical problems with numbers up to 5 Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems</p>	<p>Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof</p>

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	using words like ‘in front of’ and ‘behind’.	of objects to match the numeral, up to 5. Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Say one number for each item in order.			with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’.	etc
<b>The Natural World</b>	Talk about what they see, using a wide vocabulary. Comparing and sorting wild and domestic animals	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary. Comparing and sorting animals from ‘The Great Race’ and ‘Noah’s Ark’	Begin to understand the need to respect and care for the natural environment and all living things Knowing what animals need and how to care for animals	Begin to understand the need to respect and care for the natural environment and all living things Knowing what birds need and how to care for birds Identify common birds robin, blackbird, blue tit	Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice
<b>People and Communities</b>	Continue developing positive attitudes about the differences between people	Continue developing positive attitudes about the differences between people Comparing houses using You choose and All Kinds of Homes	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Know that China is another country. Learn about what is same and different between their lives and life in China.	I know how to use artefacts, books, music, photos and videos to explore stories from the Bible	Continue developing positive attitudes about the differences between people	Continue developing positive attitudes about the differences between people
<b>Past and Present</b>	Understanding ‘long time ago’ from bible story ‘Noah’s Ark’	from bible story ‘Noah’s Ark’	Understanding ‘long time ago’ from Chinese New Year story			
<b>Creative</b>	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. Tempo; slow to fast, Dynamics loud/quiet Explore different materials freely, develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.					
	Give me Oil in My lamp hymn The animals went in two by two					
		Designing and making large 3D model of house as a group Use Vincent Van Gogh’s bedroom painting as stimulus	Chinese dragon model and Chinese music and dance	Pet shop role play Vets role play	Making bird food	

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