

A faint, stylized illustration of a school building with a gabled roof and several rectangular windows. Behind the building are several trees with jagged outlines representing foliage. The entire background is in a light gray tone.

Lansbury Lawrence Primary School

HUB

MEDIUM TERM
PLANNING

COMMUNICATION AND LANGUAGE

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children come comfortable using a rich range of vocabulary and language structures.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

LITERACY

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them and enjoys rhymes, poems and songs together.

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

EXPRESSIVE ARTS AND DESIGN

The development of children's artistic and cultural awareness supports their imagination and creativity.

It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

The quality and variety of what children see, hear and participate in are crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe structures.

PHYSICAL DEVELOPMENT

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

MATHEMATICS

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.

Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

UNDERSTANDING THE WORLD

Understanding the world involves guiding children to make sense of their physical world and their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

A faint, light gray illustration of a nursery building with a gabled roof and several rectangular windows. Behind the building are stylized, jagged outlines of trees or bushes. The entire background is partially covered by a solid blue vertical bar on the left side.

Nursery Medium Term Planning

| | Autumn 1 |
|-----------------------|--|
| Parental engagement | |
| Book/traditional tale | |
| Other stories to read | Brown bear, brown bear (Eric Carle), Head to toe (Eric Carle), Owl Babies (Martin Waddell), My hair (Hannah Lee), Where's Lenny (Ken Wilson-Max), Blue chameleon, Dear Zoo, Ten little fingers and ten little toes, When's my birthday? Peace at last, Avocado baby |
| Rhymes of the week | <p>Ring a ring a roses, Heads, shoulders, knees, and toes, Wind the bobbin up, Humpty Dumpty, Miss Molly, 1,2,3,4,5 once I caught a fish alive, 1, 2, buckle my shoe, Family fingers.</p> <p><u>1 rhyme a week to be sent home</u></p> <p>CL 3&4 year olds Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> |
| Phonics (Free Flow) | <p>Phase 1 phonics- only aspects 1, 2, 3, 6</p> <p>Literacy 3&4 year olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> |
| Reading | <p>Shared reading- twice a week, using a big book, using reading stick, modelling early reading skills e.g. book the right way up, turning 1 page at a time, finger under the word, cross checking with the picture etc.</p> <p>Big books to be read: (Lets make music, I fell out of bed, Good boy Andrew, Sing a song, Smarty pants, This is the bear, Where's spot?)</p> <p>Sight words- first 10 sight words to be gone over at the end of every session, pointed out when seen in a text.</p> <p>Reading for pleasure- adult reading a story at the end of the session twice a week</p> <p>Literacy 3&4 year olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</p> |
| Maths | Taken from development matters. |
| STEM | <p><u>STEM activities that could be done during free flow around all about me:</u></p> <ul style="list-style-type: none"> • About my body- Drawing around ourselves and naming body parts e.g. legs, feet, tummy, arms, hands, head etc. • Staying healthy - Healthy and unhealthy- having a variety of healthy snacks on the snack table for children to try. Adult to talk to the children about what they understand about healthy eating. • Cooking healthy snacks - Frogs on a log, fruit salad/kebab, frozen yoghurt bites etc. • Brushing teeth - Teeth models and large toothbrushes in the water tray/tuff spot (Shaving foam as toothpaste?) - Adult to talk to the children about brushing teeth...why is it important? • Hygiene - Why do I need to wash my hands? What do I do if I have a runny nose? What do I do if I need to go to the toilet? |
| EAD | <ul style="list-style-type: none"> • Drawing myself- thinking about what I look like and drawing my face (Mirrors could be used to help) • Drawing my family- Who is in my family? Who lives in my house? Drawing the people I am familiar with and drawing them • Drawing maps- Thinking about how I get to Nursery and drawing a 'map' of my route and talking about it. • Junk modelling • Pictures with natural materials <p><u>EAD-Creating with materials- 3&4 year olds</u></p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and the decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent others. |

| | Autumn 2 |
|------------------------|--|
| Parental engagement | |
| Book/ traditional tale | The gingerbread man and The Nativity |
| Other stories to read | Whatever next (Jill Murphy), How to catch a star/ the way back home (Oliver Jeffers), Max and the tag-along moon (Floyd Cooper), Aliens love underpants, Astro girl, Stick man |
| Rhymes of the week | <p>Zoom, zoom, zoom, 5 little men in a flying saucer, Twinkle, twinkle little star, Star light, star bright, Hey diddle diddle, 5 little monkeys, Here we go round the mulberry bush</p> <p><u>1 rhyme a week to be sent home</u></p> <p>CL 3&4 year olds Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> |
| Phonics (Free Flow) | <p>Phase 1 phonics- only aspects 1, 2, 3, 6</p> <p>Literacy 3&4 year olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> |
| Reading | <p>Shared reading- twice a week, using a big book, using reading stick, modelling early reading skills e.g. book the right way up, turning 1 page at a time, finger under the word, cross checking with the picture etc. Big books to be read: Dark dark tale, Each peach pear plum, Once upon a time, Dear zoo, Owl babies</p> <p>Sight words- first 10 sight words to be gone over at the end of every session, pointed out when seen in a text. Reading for pleasure- adult reading a story at the end of the session twice a week</p> <p>Literacy 3&4 year olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</p> |
| Maths | Taken from development matters. |
| STEM | <p>STEM activities that could be done during free flow around The gingerbread Man:</p> <ul style="list-style-type: none"> • Making gingerbread men • Making a trap to catch the gingerbread man • Exploring why the Gingerbread man didn't want to swim across the river- what would happen to him? |
| EAD | <ul style="list-style-type: none"> • Creating our own gingerbread men • Making maps of where the Gingerbread Man went • Playdough spiced with playdough • Salt dough gingerbread men- cook and decorate • Creating a new song for the gingerbread man <p>EAD-Creating with materials- 3&4 year olds</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and the decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent others. |

| | Spring 1 |
|------------------------|--|
| Parental engagement | |
| Book/ traditional tale | Going on a Bear Hunt |
| Other stories to read | The Train Ride, Mr Gumpy's Outing, <i>We're going on a lion hunt</i> , Down by the station, <i>Last stop on market street – Matt del la Pena</i> , <i>Joshua by the sea – Angela Johnson</i> , The Gruffalo, Naughty bus, Oi get off our train |
| Rhymes of the week | Row, row row your boat, Hickery dickery dock, Grand old duke of york, Horsey, horsey, The wheels on the bus, Jack and Jill <u>1 rhyme a week to be sent home</u> CL 3&4 year olds Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. |
| Phonics (Free Flow) | Phase 1 phonics- only aspects 1, 2, 3, 6 Literacy 3&4 year olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. |
| Reading | Shared reading- twice a week, using a big book, using reading stick, modelling early reading skills e.g. book the right way up, turning 1 page at a time, finger under the word, cross checking with the picture etc. Big books to be read: We're going on a bear hunt, Where's my teddy, Toot toot , Grandpa, grandpa, Walking through the jungle, A book for Jack Sight words- first 10 sight words to be gone over at the end of every session, pointed out when seen in a text. Reading for pleasure- adult reading a story at the end of the session twice a week Literacy 3&4 year olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. |
| Maths | Taken from development matters. |
| STEM | <u>STEM activities that could be done during free flow around We're going on a bear hunt:</u> <ul style="list-style-type: none"> Exploring the different environments e.g. the grass, mud, snow, wind etc. Exploring snow- freezing and melting Caves- light and dark Making our own transport Transport ideas- how far will my paper aeroplane go? Will my boat float or sink? Will my car roll on different surfaces? |
| EAD | <ul style="list-style-type: none"> Making bears Making maps of the journey Making the sounds of the different environments Painting with mud Making puppets to retell the story Bear masks Making forests <u>EAD-Creating with materials- 3&4 year olds</u> <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and the decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent others. |

| | Spring 2 |
|------------------------|--|
| Parental engagement | |
| Book/ traditional tale | The Little Red Hen |
| Other stories to read | The little red hen big book, <i>The goggle-eyed goats</i> – Stephen Davies, One Fox, The three little pigs, A squash and a squeeze, Come on Daisy, Driving my tractor, Hungry hen, Handa's hen, Pig in the pond – big book, Farmer duck – big book, Who is in the egg? Alexandra Milton |
| Rhymes of the week | <p>5 little ducks, 3 blind mice, Little bo peep, Old MacDonald had a farm, Mary had a little lamb</p> <p><u>1 rhyme a week to be sent home</u></p> <p>CL 3&4 year olds Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> |
| Phonics (Free Flow) | <p>Phase 1 phonics- only aspects 1, 2, 3, 6</p> <p>Literacy 3&4 year olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> |
| Reading | <p>Shared reading- twice a week, using a big book, using reading stick, modelling early reading skills e.g. book the right way up, turning 1 page at a time, finger under the word, cross checking with the picture etc.</p> <p>Big books to be read: Five little ducks, I love animals, Yes ma'am, Rosie's walk, Nine ducks nine</p> <p>Sight words- first 10 sight words to be gone over at the end of every session, pointed out when seen in a text.</p> <p>Reading for pleasure- adult reading a story at the end of the session twice a week</p> <p>Literacy 3&4 year olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</p> |
| Maths | Taken from development matters. |
| STEM | <p><u>STEM activities that could be done during free flow around The Little Red Hen:</u></p> <ul style="list-style-type: none"> • Baking bread • Looking after eggs • Visiting the chickens- finding out about how to look after them • Exploring flour • Making a house for the little red hen |
| EAD | <ul style="list-style-type: none"> • Making/drawing/painting the animals in the story • Junk modelling hens • Exploring feathers • Taking pictures of the chickens and drawing them from pictures- or life drawing in the secret garden <p><u>EAD-Creating with materials- 3&4 year olds</u></p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and the decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent others. |

| | Summer 1 |
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| Parental engagement | |
| Book/ traditional tale | The Enormous Turnip |
| Other stories to read | <i>Handa's Surprise</i> – Eileen Browne, Where bear? The gigantic turnip - Aleksei Tolstoy, Jasper's beanstalk |
| Rhymes of the week | <p>5 current buns, 10 in the bed, I'm a little teapot, 1 potato, 2 potato</p> <p><u>1 rhyme a week to be sent home</u></p> <p>CL 3&4 year olds Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> |
| Phonics (Free Flow) | <p>Phase 1 phonics- only aspects 1, 2, 3, 6</p> <p>Literacy 3&4 year olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> |
| Reading | <p>Shared reading- twice a week, using a big book, using reading stick, modelling early reading skills e.g. book the right way up, turning 1 page at a time, finger under the word, cross checking with the picture etc. Big books to be read: Ten in a bed</p> <p>Sight words- first 10 sight words to be gone over at the end of every session, pointed out when seen in a text. Reading for pleasure- adult reading a story at the end of the session twice a week</p> <p>Literacy 3&4 year olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</p> |
| Maths | Taken from development matters. |
| STEM | <p><u>STEM activities that could be done during free flow around The Enormous Turnip:</u></p> <ul style="list-style-type: none"> Exploring root vegetables Cooking with root vegetables Visiting the edible playground |
| EAD | <ul style="list-style-type: none"> Vegetable printing Painting with vegetables and fruit e.g. carrot for orange, beetroot for purple, raspberries for red, spinach for green, blueberry for blue etc. <p><u>EAD-Creating with materials- 3&4 year olds</u></p> <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and the decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent others. |

| | Summer 2 |
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| Parental engagement | |
| Book/traditional tale | The Very Hungry Caterpillar |
| Other stories to read | The Very Hungry Caterpillar, What the ladybird heard, Monkey puzzle, The bad tempered ladybird, Snail trail, Elmer and the butterfly, The very quiet cricket |
| Rhymes of the week | <p>Wiggly woo, Incy wincy spider, Little miss muffet, There's a spider on your..., 5 little speckled frogs, 10 fat sausages</p> <p><u>1 rhyme a week to be sent home</u></p> <p>CL 3&4 year olds Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> |
| Phonics (Free Flow) | <p>Phase 1 phonics- start aspects 5 and 7</p> <p>Literacy 3&4 year olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> |
| Reading | <p>Shared reading- twice a week, using a big book, using reading stick, modelling early reading skills e.g. book the right way up, turning 1 page at a time, finger under the word, cross checking with the picture etc. Big books to be read: Animal legs</p> <p>Sight words- first 10 sight words to be gone over at the end of every session, pointed out when seen in a text. Reading for pleasure- adult reading a story at the end of the session twice a week</p> <p>Literacy 3&4 year olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</p> |
| Maths | Taken from development matters. |
| STEM | <p><u>STEM activities that could be done during free flow around The Very Hungry Caterpillar:</u></p> <ul style="list-style-type: none"> Looking after caterpillars/caterpillar lifecycle Minibeast hunts Observational drawings Researching minibeasts Tasting the fruit from the story Making fruit salads/smoothies |
| EAD | <ul style="list-style-type: none"> Butterfly pictures Junk modelling caterpillars Patterns Symmetry <p><u>EAD-Creating with materials- 3&4 year olds</u></p> <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and the decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent others. |

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| <p>UTW</p> | <p><u>Past and present</u></p> <ul style="list-style-type: none"> • Talking about how we have changed since being a baby – Children to bring in baby pictures and talk about them <p><u>UTW-Past and present-3&4 year olds</u></p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and their families history. <p><u>People, culture and communities</u></p> <ul style="list-style-type: none"> • Lots of different role play opportunities e.g. police station, doctors surgery, vets, dentist etc. • Use of maps, globes, travel brochures, holiday pictures etc. <p><u>UTW-PC&C-3&4 year olds</u></p> <ul style="list-style-type: none"> • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. <p><u>The Natural world</u></p> <ul style="list-style-type: none"> • Playing outside in all weather and seasons & seasonal walks- What is the temperature like? What are we wearing? what is the weather like? What can we see/hear/feel? Are there any animals about that we can see? • Lots of playing with natural materials e.g. conkers, pine cones, leaves, twigs, acorns, mud etc. • Visit the edible playground frequently • Planting at all times of the year- using produce to make things e.g. soup, fruit salads, smoothies, salads etc. (See planting calendar) and looking after the plants/flowers as they grow. • Talk about and explore the different weather we experience e.g. painting in the rain, wind catchers/kites, sun catchers/rainbow pictures, shadow activities etc. • Cooking- talking about how some foods change state as they cook • Floating & sinking/ waterproof & non-waterproof etc. <p><u>UTW-The natural world-3&4year olds</u></p> <ul style="list-style-type: none"> • Use all their senses when exploring natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the lifecycle of a plant and animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. |
| <p><u>Other</u> <u>UTW</u></p> | <ul style="list-style-type: none"> • Minibeast hunts/exploring • Butterflies • Ducks? • Forest school activities • Exploring textures • Magnetic or not |

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| Celebrations | <p><u>Autumn 1:</u></p> <p><u>Autumn 2:</u></p> <p><u>Diwali:</u> Rangoli patterns, diya lamps,</p> <p><u>Bonfire night:</u> Firework pictures</p> <p><u>Christmas:</u> Christmas cards, Christmas cooking, Christmas decorations, The Christmas story</p> <p><u>Spring 1:</u></p> <p><u>Chinese New Year:</u> Chinese cooking, making dragons, Chinese writing, Chinese Music, Role play, Story of the zodiac, learning about the different animals.</p> <p><u>Spring 2:</u></p> <p><u>Ramadan:</u></p> <p><u>Easter:</u> Easter bonnets, the story of Easter, Easter cakes</p> <p><u>Mother's Day:</u> Making cards</p> <p><u>Summer 1:</u></p> <p><u>Eid:</u> Eid cards, Eid party, Why do we celebrate Eid?</p> <p><u>Summer 2:</u></p> <p><u>Father's Day:</u> Making cards</p> |
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Seasonal

Autumn:

- An Autumn walk
- 'Autumn animals' and hibernation- making houses for animals (Bear snores on book)
- Conker painting
- Leaf printing
- Colour mixing- autumn colours
- Leaf crowns
- Autumn playdough- autumn colours/ autumn spices
- Finding autumn colours in nature



Winter:

- A winter walk
- Learning about arctic animals
- Snow flakes
- Making fake snow
- Ice play
- Winter playdough
- Paint the snow (cotton wool)



Spring:

- A spring walk
- Blossom paintings
- Tissue paper flowers
- Painting flowers



Summer:

- Shadow drawing
- Ice cream in a bag
- Sun catchers
- What melts in the sun experiment

