

Intent: to broaden the children's knowledge of nursery rhymes.

Implementation: weekly performance, workshop?, nursery rhyme enhancements, weekly nursery rhyme stations.

Impact: the children will have a good understanding of a variety of different nursery rhymes, including favourite nursery rhymes and rhymes from the past. Children will participate in many speaking and listening activities which will enable development

**Early Years Foundation Stage – Nursery
Spring 1 Medium Term Planning
3 Prime Areas of Learning
Nursery Rhymes (History link)**

What nursery rhymes did our grandparents sing?

Key Vocabulary:

Past – something that has already happened.

Favourite – a thing that someone likes best.

Traditional – passed down from parents / grandparents.

Nursery rhyme – song or poem for children.

Week	Personal, Social and Emotional Development	Communication and Language	Physical Development
1 What nursery rhymes do we know?	Discussing our favourite nursery rhymes PSED:SCA 22-36m Expresses own preferences and interests. PSED:SCA 30-50m Enjoys responsibility of carrying out small activities. PSED:SCA 40-60m Confident to speak to others about own needs, wants, interests and opinions.	What nursery rhymes do we know? CAL:S 16-26m Beginning to put two words together (e.g. 'want ball', 'more juice'.) CAL:S 22-36m Uses simple sentences (e.g. 'Mummy gonna work'.) CAL:S 30-50m Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Pencil grip PD:MH 22-36m Beginning to use three fingers (tripod grip) to hold writing tools. PD:MH 30-50m Holds pencil between thumb and two fingers, no longer using whole-hand grasp; holds pencil near point between first two fingers and thumb and uses it with good control. Finger gym See outdoor learning planning
2 3 Blind Mice	Behaviour in different areas – indoor / outdoor / hall PSED: MFB 16-26m Responds to a few appropriate boundaries, with encouragement and support. PSED: MFB 22-36m Shows understanding and co-operates with some boundaries and routines. PSED: MFB 30-50m Can usually adapt behaviour to different events, social situations and change in routine. PSED: MFB 40-60m Aware of the boundaries set, and of behavioural expectations in the setting.	Anticipating key phrases in rhyme CAL: L 16-26m Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. CAL:L 22-36m Shows interests in play with sounds, songs and rhymes. CAL:L 30-50m Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Change 4 Life – Healthy Lifestyles PD: HSC 16-26m Shows a desire to help with dressing/undressing and hygiene routines. PD: HSC 22-36m Beginning to be independent in self-care, but still often needs adult support. PD: HSC 30-50m Can usually manage washing and drying hands. Finger gym See outdoor learning planning
3 Hickory Dickory Dock	Showing respect for each other; taking turns / manners PSED: SCA 22-36m Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. PSED: SCA 30-50m Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. PSED: SCA 40-60m Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	Using signing as we sing the rhyme CAL: L 16-26m Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. CAL:L 22-36m Shows interests in play with sounds, songs and rhymes. CAL:L 30-50m Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Different movements on paper moving like the mouse on the clock PD: MH 16-26m Makes connections between their movement and the marks they make. PD: MH 22-36m Imitates drawing simple shapes such as circles and lines. PD:MH 30-50m Uses lines and circles using gross motor movements. Finger gym See outdoor learning planning
4 Ring a Ring a Rosie's	Miss Polly has a dolly who is sick PSED: MR 16-26m Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. PSED: MR 22-36m Shows affection and concern for people who are special to them. PSED: MR 30-50m Demonstrates friendly behaviour, initiating conversations and forming good relationships with adults and peers	Exploring loud and quiet rhymes CAL: L 16-26m Rigid attention – may not appear to hear. CAL: L 22-36m Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. CAL: L 30-50m Focusing attention – still listen or do, but can shift own attention. CAL: 40-60m Maintains attention, concentrates and sits quietly during appropriate activity.	Big circle game of Ring a Ring a Rosie's PD:MH 22-36m Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. PD: MH 30-50m Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. PD: MH 40-60m Experiments with different ways of moving. Finger gym See outdoor learning planning
5 Pat a Cake	Cake shop PSED: MR 16-26m Plays alongside others. PSED: MR 22-36m Interested in others play and starting to join in. PSED: MR 30-50m Can play in a group, extending and elaborating play ideas.	Asking questions about the rhymes we know CAL: U 22-36m Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that Where is?) CAL: U 30-50m Beginning to understand 'why' and 'how' questions.	Making cakes PD: HSC 16-26m Willing to try new food, textures and tastes. PD: MH 22-36m Shows control in holding and using jugs to pour, hammers, books and mark making tools. PD: HSC 30-50m Understands that equipment and tools have to be used safely. Finger gym See outdoor learning planning

<p>6 Grand Old Duke of York</p>	<p>Games and rules; nursery rhyme bingo PSED: MR 16-26m Plays alongside others. PSED: MR 22-36m Interested in others play and starting to join in. PSED: MR 30-50m Can play in a group, extending and elaborating play ideas.</p>	<p>What is our favourite nursery rhyme from the past? CAL:S 22-36m Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. CAL:S 30-50m Beginning to use more complex sentences to link thoughts (e.g. using and, because). CAL: S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Outdoor march marching to the Grand Old Duke of York PD:MH 22-36m Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. PD: MH 30-50m Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. PD: MH 40-60m Experiments with different ways of moving. Finger gym See outdoor learning planning</p>
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Early Years Foundation Stage – Nursery
Spring 1 Medium Term Planning
4 Specific Areas of Learning
Nursery rhymes (History link)
What nursery rhymes did our grandparents sing?

Week	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1 What nursery rhymes do we know?	Looking at key points in illustrations and asking questions L:R 22-36m Fills in the missing word or phrase in a known rhymes, story or game, e.g. 'Humpty Dumpty sat on a.' L: R 30-50m Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. L:R 30-50m Shows interest in illustrations and print in books and the environment.	Separating a group of 4 objects in different ways. M:N 22-36m Begins to make comparisons between quantities. M:N 30-50m Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. M:N 40-60m Finds the total number of items in two groups by counting all of them.	Explore how strong or weak eggs can be. Boil eggs and see how this changes the strength. Make a wall as a group and roll boiled and raw egg from the wall to see what happens. UTW:PCC Nurs Explore how things work. UTW:TNW Nurs Explore collections of materials with similar and/or difference properties. UTW:TNW Nurs Talk about the differences between materials and changes they notice.	Making glitter star wants like Twinkle Twinkle Little Star EAD: EMM 22-36m Experiments with blocks, colours and marks. PD:MH 30-50m Uses one-handed tools and equipment.
2 3 Blind Mice	Self-registration; tracing over our names L:W 22-36m Distinguishes between the different marks they make. L:W 30-50m Sometimes gives meaning to marks as they draw and paint. L:W 40-60m Gives meaning to marks as they draw, write and paint.	The shape monsters game. M:SSM 22-36m Beginning to categorise objects according to properties such as shape or size. M:SSM 30-50m Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. M:SSM 40-60m Beginning to use mathematical names for solid 3d shapes and flat 2d shapes and mathematical terms to describe shapes.	Looking at nursery rhymes from the past. Do they recognise any? UTW:PP Nurs Begin to make sense of their own life-story and family's history.	Using instruments to play a rhythm to the rhymes EAD:EMM 22-36m Shows an interest in the way musical instruments sound. EAD:EMM 30-50m Taps out simple repeated rhythms.
3 Hickory Dickory Dock	Describing the main events in The Gingerbread Man L:R 16-26m Interested in books and rhymes and may have favourites. L:R 22-36m Repeats words or phrases from familiar stories. L:R 30-50m Describes main story settings, events and principal characters. L:R 30-50m Shows interest in illustrations and print in books and the environment.	Positional language; where is the mouse from Hickory Dickory Dock? M:SSM 30-50m Uses positional language. CAL:U 30-50m Shows understanding of positions such as 'under', 'on top', 'behind' by carrying out an action or selecting a picture. M:SSM 40-06m Can describe their relative position.	What is Chinese New Year? UTW:PCC Nurs Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Listening to Chinese music EAD:EMM 16-26m Begins to move to music, listen to or join in rhymes or songs. EAD:EMM 22-36m Shows an interest in the way musical instruments sound. EAD:EMM 30-50m Imitates movement in response to music.
4 Ring a Ring a Rosie's	Reading stories about rhyme during circle time L:R 16-26m Interested in books and rhymes and may have favourites. L:R 22-36m Has some favourite stories, rhymes, songs, poems or jingles. L:R 30-50m Listens to and joins in with stories and poems, one-to-one and in small groups. L:R 40-60m Enjoys an increasing range of books.	Matching the number of mice to the numbers on the clocks (hickory dickory dock link). M:N 2-36m Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. M:N 30-50m Sometimes matches numeral and quantity correctly. M:N 40-60m Recognises numerals 1-5.	Placing gingerbread men into different liquids and noticing the changes over time. UTW:PCC Nurs Explore how things work. UTW:TNW Nurs Explore collections of materials with similar and/or difference properties. UTW:TNW Nurs Talk about the differences between materials and changes they notice.	Using construction blocks to build a clock EAD:EMM 22-26m Experiments with blocks, colours and marks. EAD:EMM 30-50m Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. EAD:EMM 40-60m Constructs with a purpose in mind, using a variety of resources.
5 Pat a Cake	Drawing characters from our favourite rhyme / performance of rhymes we have learned so far L:W 22-36m Distinguishes between the different marks they make. L:W 30-50m Sometimes gives meaning to marks as they draw and paint. L:W 40-60m Gives meaning to marks as they draw, write and paint.	Counting and comparing 2 groups of objects to 5 - how many of each type of cake is their? M:N 22-36m Begins to make comparisons between quantities. M:N 22-36m Uses some language of quantities such as 'more' and 'a lot'. M:N 30-50m Compares two groups of objects, saying when they have the same number. M:N 30-50m Shows an interest in number problems.	Baking cakes; how do the ingredients change when they are cooked? UTW:PCC Nurs Explore how things work. UTW:TNW Nurs Explore collections of materials with similar and/or difference properties. UTW:TNW Nurs Talk about the differences between materials and changes they notice.	Cake shop with resources to support role play EAD:BI 16-26m Pretends that one object represents another, especially when objects have characteristics in common. EAD:BI 22-36m Beginning to make-believe by pretending. EAD:BI 30-50m Uses available resources to create props to support role play.

<p>6 Grand Old Duke of York</p>	<p>Nursery rhyme bingo L:R 22-36m Fills in the missing word or phrase in a known rhymes, story or game, e.g. 'Humpty Dumpty sat on a...' L:R 30-50m Enjoys rhyming and rhythmic activities. L:R 30-50m Shows awareness of rhyme and alliteration.</p>	<p>Ordering the soldiers in the correct order based on height. M:SSM 22-36m Begins to use the language of size. M:SSM 30-50m Shows an interest in shape and space by playing with shapes or making arrangements with objects. M:SSM 40-60m Orders two or three items by length or height.</p>	<p>Asking parents/grandparents to write a list of nursery rhymes that they used to sing when they were little to see if we can recognise any. UTW:PP Nurs Begin to make sense of their own life-story and family's history.</p>	<p>Mixing colours together to make pink for a valentine's day card EAD:EMM 22-26m Experiments with blocks, colours and marks. EAD:EMM 30-50m Explores colour and how colours can be changed. EAD:EMM 40-60m Explores what happens when they mix colours.</p>
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Topic Theme