



St Chad's CofE Nursery and Infant School Medium Term Plan – Year B



London's Burning

How did they put out The Great Fire of London?

Core Values:

Truthfulness/Hope

	Credibility (<i>head</i>)	Coherence (<i>head</i>)	
	Composite knowledge and skills (<i>refer to subject grids</i>)	Component knowledge and skills	Associated vocabulary
Science	Nursery Plants and seasonal changes <ul style="list-style-type: none"> Be curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life Notice detailed features of objects in their environment. Talk about some of the things they have observed such as plants, animals, natural and found objects. 	Nursery Plants and seasonal changes <ul style="list-style-type: none"> Talk about sights, sounds and smells in the natural environment including gardens and parks. Explore puddles, trees and grassy areas. Share ideas about growing plants and flowers. Investigate and experiences the change in seasons and weather including: rain, wind, snow, sun, fog and frost Investigate the effects of the wind using chimes, streamers, windmills and bubbles. 	Nursery Calm still quiet Listen look Sound smell Puddle tree grass Plant care Weather Chimes streamers windmills bubbles (wind)

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Science	<p>Reception Plants</p> <ul style="list-style-type: none"> • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things in the environment. • Make observations/draw plants and explain why some things occur and talk about changes. • Know about similarities and differences in relations to living things. • Explore the natural environment. 	<p>Reception Plants</p> <ul style="list-style-type: none"> • Explore the local environment e.g. playground, school field, garden and local park. • Explore and observe scent, colour and the shape of different flowers and leaves. • Draw flowering plants. • Notice and compare patterns in tree bark, flower petals and leaf shapes. • Explore different micro-environments and talk about the conditions which help plants to thrive in their natural environment. • Observe decaying plants, fruits and vegetables and talk about the changes. • Plant, take care of and notice the changes in seeds, plants, fruits and vegetables. Use the correct vocabulary. <ul style="list-style-type: none"> - Daffodils and tulips (flowering bulbs) - Geraniums (flowering plants) - Lavender and rosemary (herb) - Lettuce and sweet peas (vegetable) - Strawberry bed (fruit) - Silver birch and oak (tree) • Answer important questions e.g. what would happen if...? How can we....? I wonder.... • Do all vegetables have seeds? (Science investigation) 	<p>Reception</p> <p>Scent colour Grow decay change Micro environment Care look after Vegetable fruit herb Plant: short, taller Tree bark leaf stem petal flower seed shape Water light soil pot sun garden</p> <p>Working scientifically Look listen watch same different because</p>
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A long time ago...	Nursery <ul style="list-style-type: none"> • Role-play and act out events and celebrations. • Talk about important times through photographs. • Name similarities and differences. 	Nursery <ul style="list-style-type: none"> • Role-play firefighters (people who help us) • Role-play a bakery • Explore picture books and photographs. Sequence events first, next and last. • Name things that are the same and things that are different when comparing the past and present. • Sing the nursery rhyme London's burning London's Burning (British English Version) sung by Lizzy Morris - YouTube 	Nursery <p>Use past tense language e.g. worked</p> <p>Same and different</p> <p>First, next and then/last</p>
A long time ago...	Historical enquiry <ul style="list-style-type: none"> • Identify similarities and difference between physical objects e.g. my toys, old toys. Lives of significant individuals <ul style="list-style-type: none"> • Know about similarities and difference between communities and traditions e.g. food • Name and role-play events/stories from the past. • Show interest in different occupations and ways of life. 	Reception <p>CBeebies My Story - The Great Fire of London - YouTube Makaton - FIVE LITTLE FIREMEN - Singing Hands - YouTube</p> <ul style="list-style-type: none"> • Role-play how people escaped and tried to put out the fire, during The Great Fire of London (past) <p>- Compare people who help us now and then</p> <p>- Did firefighters and paramedics exist during the time of The Great Fire of London?</p> <p>- Compare types of equipment used now and then e.g. ambulance, fire engine, hoses, fire extinguishers, uniform, ladders, axe, medical equipment, hospitals and paramedics</p> <ul style="list-style-type: none"> • Look at photographs of a bakery (Thomas Farriner's Bakery (Pudding Lane)) from 'A long time ago...' Talk about similarities and differences e.g. shop front, types of food sold, uniform, how cakes and bread were made (machinery) • Role-play builders. Place barriers and pull-down large structures and towers. Re-build buildings to help those who lost their homes/shops during the Great Fire of London (future). Discuss the types of materials that could be used to improve the structure. 	Reception <p>Yesterday, today, tomorrow</p> <p>Days of the week</p> <p>A long time ago</p> <p>Old and new</p>

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The world	Nursery <ul style="list-style-type: none"> Explore a range of different environments. Talk about what they can see, hear, touch and smell. Retell experiences using small world resources. 	Nursery <ul style="list-style-type: none"> Explore a journey through London using small world resources, on different types of transport e.g. bus, taxi, car, motorbike. Explore environmental sounds in London using videos. Sounds of London - YouTube Explore photos with key features of London e.g. signs Makaton - THE WHEELS ON THE BUS - Singing Hands - YouTube 	Nursery House school
The World	Reception Locational knowledge <ul style="list-style-type: none"> Observe, find out about, ask questions and identify features in the place they live and in the world around them. Find out about and explain some similarities and difference about different environments, using first-hand experience and stories. Place knowledge <ul style="list-style-type: none"> Name and talk about familiar places. 	Reception <ul style="list-style-type: none"> Role-play inside of a large-scale map of London, visit different destinations and role-play e.g. Natural history museum, Kensington palace, tower bridge, Wembley stadium, London zoo Travel to destinations in different ways e.g. London underground, black cab and big red bus Create simple maps and plans of London Paint and create models of key places in London Share stories about London Describe the environment in London e.g. busy, pollution, noisy, fast How is Derby the same or different to London? 	Reception Same and different Map Globe Forwards and backwards Street Suburb (Normanton) town village (Derby) Capital City (London) Country (England) Natural History Museum Tower Bridge Wembley Stadium London Zoo Kensington Palace

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Art	<p>Nursery Painting (print) Being an artist</p> <ul style="list-style-type: none"> • Experience a range of art work • Make connections to their own lives • Notice colour and pattern in art work <p>Painting</p> <ul style="list-style-type: none"> • Explore and experiment with a range of multi-sensory experiences • Name different colours • Play with and combine colours 	<p>Nursery Painting (print) William Morris</p> <ul style="list-style-type: none"> • Investigate the natural environment and wildlife outdoors, name colours/patterns and explore texture/feel (photograph to display children's experiences) • Become immersed in sensory painting experiences through finger and hand painting/mixing/printing, notice changes • Explore large and small printing tools, using e.g. cotton buds and large car sponges • Explore expressive processes and movement by painting to music <p>Spring • Beautiful Relaxing Music with a Flute, Cello, Guitar & Piano - YouTube 8 Hour Nature Sound Relaxation-Soothing Forest Birds Singing-Relaxing Sleep-Bird Chirping Sounds - YouTube</p>	<p>Nursery Artist Colour: red yellow blue Same different</p>
Art	<p>Reception Painting (print) Being an artist</p> <ul style="list-style-type: none"> • Share their creations, talk about and explain the process they have used • Talk about what they can see in famous pieces of art work, and say if they like it or not <p>Painting</p> <ul style="list-style-type: none"> • Know to choose a colour for a purpose • Experiment with colour mixing and name the secondary colour it makes • Understand the stages of printing different materials • Experience and explore different techniques 	<p>Reception Painting (print) William Morris</p> <ul style="list-style-type: none"> • Practise simple printing and stamping techniques, using e.g. sponge stamps, wheels, rollers, scrappers and wooden blocks • Explore painting and printing with natural materials, using e.g. leaves, petals, sticks and feathers • Create a DIY stamp by wrapping different materials around/on a wooden block, using e.g. beads, buttons, bubble wrap and string • Experiment colour mixing techniques by painting stamps/sponges with a brush • Create an AB pattern using different shapes • Match patterns e.g. birds and flowers • Share artwork during show and tell to describe techniques, materials used and design 	<p>Reception Artist Colour: red yellow blue black white brown purple orange green Mix print press</p>

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Design and make	Nursery <ul style="list-style-type: none"> • Attach construction materials together • Use trial and error to form structures • Use tools with support 	Nursery <ul style="list-style-type: none"> • Experiment with joining and building structures with different constructions materials, using e.g. different sized wooden blocks • Experiment with loose parts, carefully placing items with purpose • Create buildings and structures for a purpose using knowledge from experiences • Develop accuracy in fine motor skills 	Nursery Build, click Prepositions
Design and make	Reception Design, Make and Evaluate <ul style="list-style-type: none"> • Use various construction materials to join, stack, balance, make enclosures and create spaces • Explain what they have made and how they have made it • Follow verbal instructions • Name and use a range of tools • Develop their own ideas through experimentation • Select tools and techniques needed to shape, assemble and join materials they are using Technical Knowledge <ul style="list-style-type: none"> • Handle tools, objects, construction and malleable materials safely, with increasing control and intention in placement • Experiment with rolling, folding, tearing and cutting • Show a preference for a dominant hand • Select appropriate resources and adapt work where necessary 	Reception (playground-treehouse) <ul style="list-style-type: none"> • Use construction materials to transform models from 2D to 3D using, e.g. duplo and pop-oids • Discuss and draw design • Develop skills in preparing materials e.g. turn cereal boxes inside out (paint is distributed more evenly and absorbs into the cardboard), join back together with tape and then paint or cover with collage materials • Stack, build (high structures) and join the boxes together • Add 2D or 3D features e.g. windows, doors, ladders and/or a balcony • Compare size • Display models and adapt regularly to improve structure and stability • Use a range of different tools and materials • Experiment with rolling, folding, tearing and cutting • Share safety knowledge when using tools 	Reception Build/stack balance join clip stick together snip/cut press down Tools: scissors tape hole punch

Creativity (*hands*)

Community (*hands, heart*)

Compassion (*heart*)

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<i>How will I be inspired to learn?</i>	<i>How will my learning help me to connect to the world around me?</i> <i>(local links, wider links e.g. trips, visitors, events)</i>	<i>How will my learning help me to become the best version of myself?</i> <i>(links to Collective Worship)</i>
‘BIG’ start:	The Great Fire of London A visit from the local fire brigade	<i>‘Tell the truth to each other’ (Zechariah 8.16)</i> <ul style="list-style-type: none"> <i>Be truthful, gentle and fearless (Gandhi).</i> Exploring the importance of telling the truth with gentleness. <i>Three things cannot long be hidden: the sun, the moon and the truth (Buddha).</i> What do you think Buddha meant? <i>Truth is complete, it needs no exaggeration.</i> It is sometimes tempting to exaggerate the truth to sound more impressive or exciting. Have you ever known this to happen? <p><i>Don't lose hope. When the sun goes down, the stars come out.</i></p> <ul style="list-style-type: none"> Exploring God's love and light. Children will have the opportunity to make a candle of home and take it home (communal time for reflection) <p><i>The greater the storm, the brighter the rainbow. and dreams? Taking inspiration from Malala Yousafzai</i></p>
Thomas Farriner's Bakery (Pudding Lane) The children will have the opportunity to bake bread cakes or biscuits for an afternoon treat		
‘BIG’ Finish:		
A re-enactment of people who help us This will demonstrate how people helped a long time ago and how people help us now.		

Quality Texts:	Significant individual(s)	Resources for continuous provision
That's not my bus That's not my princess That's not my dinosaur That's not my dragon Where's my fire engine? Flashing fire engines There are 101 things to find in London The Royal babies Big Red Bus by Martha Mumford A Royal Lullabyhullabaloo by Mick Inkpen The London Noisy book The best ever baking book Jasper's beanstalk by Nick Butterworth and Mick Inkpen Lift and look flowers and plants	William Morris (Artist) Thomas Farriner (baker) King Charles II	Role Play: bakery, firefighters, police, builders and paramedics Plants: bulbs, seeds, trees and plants in the playground and on the school field Role-play: large scale map of places in and around London e.g. dinosaur bones, magnifying glass and non-fiction dinosaur books (Natural History Museum) Construction area: Loose parts, sized wooden blocks, small world people, cars and vehicles

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		Creative area: Printing and stamping materials, paint, paper, junk modelling, scissors, hold punch and different types of tape
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