



St Chad's Cof E Nursery and Infant School Medium Term Plan – Year C



Waste Busters!

How can we look after our world?

Core Values:

courage and justice

	Credibility (<i>head</i>)	Coherence (<i>head</i>)	
	Composite knowledge and skills (<i>refer to subject grids</i>)	Component knowledge and skills	Associated vocabulary
	<p>Nursery.</p> <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. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 	<p>Nursery.</p> <p>In Every House on Every Street Jess Hitchman This story is to be used as a hook into science.</p> <p>What objects are inside our homes? The book includes beautiful illustrations that can be explored to identify everyday objects inside a home. Use role play- dolls house with objects to consolidate the vocabulary of everyday items inside the home e.g. table, bed, clothes, TV.</p> <p>Look out for the detailed features of objects in their environment. Chdn to identify- hard/ soft. E.g. the bed is soft/ the table is hard. Why do you think?</p> <p>School Field-In Every Houses Garden. Using the school field, and outdoor environment explore further the world outside our house. Looking for, and exploring (with magnifying glasses)- What are paths, walls and fields made from? Using small world/ construction children to build their own.</p> <p>Explore puddles, trees, grass, concrete, pebbles, plants- what do they look, smell, feel like? Scatter some rubbish on the school field- crisp packets, tins, plastic bottles etc. Explain to chdn somebody has been outside and left all of this rubbish! We need to help clean it up. As children are cleaning up the rubbish, discuss what the texture of the material is. After, explore what we should do with all of this rubbish now (recycle).</p>	<p>Nursery</p> <p>home object (table, bed, washing machine, sofa, pillow, blanket, kettle, cup, bowl, plate) listen look sound smell puddles trees grass concrete pebbles rubbish recycle explore path wall mound</p>

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Science	<p>Reception.</p> <p>Working scientifically</p> <ul style="list-style-type: none"> • Comment and ask questions • Talk about why things happen and how things work • Compare similarities and differences • Make observations and talk about changes <p>Everyday materials</p> <ul style="list-style-type: none"> • Know about similarities and differences in relation to objects and materials. • Talk about why things happen and how things work. 	<p>Reception. In Every House on Every Street Jess Hitchman Tidy Emily Gravett This story is to be used as a hook into Science and the world of materials.</p> <p>Children to explore the beautiful illustrations from In Every House on Every Street- what objects are in our homes? What are the names of these objects? Where do these objects go?</p> <p>What can you see inside the home? Identify and name a selection of the familiar household objects. Describe the objects inside the home- the bed is soft/ the table is hard. Why do you think this is?</p> <p>What material is each object made from? Explore objects and the materials they are made from e.g. this is a table; the table is made out of wood. Introduce materials and the key vocabulary required.</p> <p>Tidy Emily Gravett Now the children have been introduced to the names of some everyday materials they can begin to sort/ describe the materials.</p> <ul style="list-style-type: none"> ○ Sort the objects out of the rubbish bin into the material they are made from. ○ Sort the objects out of the rubbish bin into rough/ smooth <p><u>Sink/Float Experiment.</u> Which objects from the rubbish bin float/ sink? -Definitions of floating/ sinking. What do each mean? Test the objects from the bin to see which float/ which sink. Encourage children to give reasons as to why they think this is the case.</p> <p><u>Exploring the School Field (outdoor materials).</u> Explore the outside environment- what can we see/ hear/ touch? What can we see- path, wall, field, road? What materials are they made from?</p> <p>Explore the outdoor materials through activities.</p> <ul style="list-style-type: none"> ○ Painting the pavement with water. What happened to the water? Did the colour of the pavement change? Did the pavement stay painted? ○ Ice Hunt. Objects frozen in blocks of ice. How can we rescue them? What is the best way of getting the treasure back? ○ Material property hunt- find something smooth/ rough/ bumpy/ hard etc. 	<p>Reception materials home object (table, bed, washing machine, sofa, pillow, blanket, kettle, cup, bowl, plate) soft hard bumpy spikey furry rough smooth bumpy</p> <p>float sink water</p> <p>path wall field pavement brick stone concrete grass soil ice frozen cold melt</p>
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A Long Time Ago	<p>Nursery.</p> <ul style="list-style-type: none"> Name themselves, family and pets. Role-play and act out special events and celebrations. Follows a routine in sequence. Talk about special times through photographs. Name similarities and differences <p>Reception.</p> <p>Changes within living memory</p> <ul style="list-style-type: none"> Talk about past and present events in their own lives. Order images into a plausible chronological order e.g. photos of a baby, child, teenager, adult. <p>Lives of significant individuals</p> <ul style="list-style-type: none"> Know about similarities and difference between communities and traditions e.g. food Name and role-play events from the past. 	<p>Nursery</p> <p>Practise naming themselves, family and pets- who lives in my home with me? Draw family pictures/ pictures of their home. Ask parents to send in family photos/ photos of chdn at home/ photos of a special occasion for chdn to explore and talk about.</p> <p>Eco-Warriors: Discover Amazing People</p> <p>Share the story about people who look after the Earth- introduce the concept that some of these people did this 'a very long time ago'</p> <p>Tree Full of Wonder Anna Smithers</p> <p>Share the story and explore trees. Show photos of Kenya before Wangari planted all of the trees, and after Wangari posted all of the trees- there is no need to introduce Wangari/ Kenya if chd aren't ready. Encourage children to talk about what has happened/ what is the same/ what is different.</p> <p>School Field- Trees Full of Wonder</p> <p>Go out onto the field to explore the trees. Spend time looking at the trees; taking pictures of the trees; hugging the trees; taking bark rubbings.</p> <p>Follow the sequence of planting and growing a seed. Watch the seed as it grows over time- describe what is happening and encourage past tense language.</p> <p>Reception.</p> <p>Explore the concept of past/ present in the Bears own lives. Share photographs of mini bears (from when they were small) to now. Share photos of the chicks/ things that have happened since they started school to use the vocabulary past/ present. Order images of past events into a plausible chronological order.</p> <p>Eco-Warriors: Discover Amazing People</p> <p>Share the story and introduce the Eco-Warriors- who are they? what did they do? Why? Role play being some of the people from the book e.g. Greta Thunberg, David Attenborough.</p> <p>Wangari's Trees of Peace Jeanette Winter</p> <p>Meet Wangari- What did she do? Why is she special? How did she help people? Role play- helping people/ planting lots of trees/ looking after our planet</p>	<p>Nursery</p> <p>Use past tense language e.g. played, planted same different seed grow change family pets me tree</p> <p>Reception</p> <p>past present order grown changed earth planet special care eco-warriors Wangari tree help a long time ago tomorrow community</p>
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		<p>Wangari worked towards clean drinking water for children- give the children dirty and clean water in separate cups. Ask them which they would prefer and encourage them to explain why.</p> <p>There was no firewood for cooking/ heating the homes- create a fire with the children and talk about how it would feel to not have this.</p> <p>Explore images of Kenya before Wangari planted all of the trees, and after Wangari planted all of the trees. What is the same? What is different?</p> <p>Tree Full of Wonder Anna Smithers</p> <p>Help children to follow a sequence to plant a seed, and watch it grow. What happens over time? Use historical vocabulary to describe the change.</p> <p>Use what we know Wangari did- what can we do here in our community?</p> <p>-reduce the amount of plastic we use/ put rubbish in the bin/ recycle/ bring a water bottle and fill it up</p>	
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The World	<p>Nursery.</p> <ul style="list-style-type: none"> Curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life Explore a range of different environments. Explore the natural world and different types of weather. Talk about what they can see, hear, touch and smell. Retell experiences using small world resources. 	<p>Nursery Please Help Planet Earth A Ladybird Eco Book</p> <p>Explore the school environment (with a focus on the field): experiences in nature through grass, mud, puddles, plants, animal life, changes in weather (e.g. ice on the floor/ frost). Provide children with tuft spots that have different parts of planet earths nature to explore.</p> <p>Encourage children to talk about what they can: -hear: use listening ears to go on sound walks -see: use magnifying glasses -feel: allow children to explore with their hands -smell</p> <p>Eco-Warriors: Discover Amazing People</p> <p>Share the story with the children and talk about the people in the book. They are 'helping to look after our world'. Using small world resources allow children to pretend to be these eco-warriors.</p> <p>Recap from previous learning that we live in Normanton, Derby- we have cinemas, parks, roads, shops, zoos. Allow children to explore the environment in Kenya- where Wangari lives. Through tuft spots/ small world resources/ pictures. Kenya is far away and it is very hot here (difference in weather). What would you need to wear if it is very hot?</p>	<p>Nursery</p> <p>grass mud puddles snow ice leaves sunshine wind see/hear/taste/touch/smell near far hot</p>
	<p>Reception.</p> <p>Locational knowledge</p> <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. 	<p>Reception. Please Help Planet Earth A Ladybird Eco Book</p> <p>Where do we live? On planet Earth, in England, in Derby, in Normanton. Draw pictures of where we live and the places we go to.</p> <p>Eco-Warriors: Discover Amazing People</p> <p>Read story to children and explore how these people look after the world we live in. Look carefully, at the photos of what these people do to help the world- how are they helping? *Link to focus on Wangari in History lessons* Wangari lives in Kenya, let's go to Kenya. (use of small world, tuft spot set ups).</p>	<p>Reception.</p> <p>Earth Normanton Derby England home house/flat/bungalow help/care Wangari Kenya safari beaches animals same/different farm</p>

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		<p>Yana Goes to Kenya Winnie Wall</p> <p>Share the story of Yana with the children. Explore the illustrations to see the Kenyan landscapes (Maasai Mara to beaches in the South East). What can we see? Do we have anything like this in England?</p> <p>What can you see in Kenya? houses, homes, farm, school, beach, safari animals. Using the small world and construction build these places in Kenya.</p> <p>Explore what is the same/ different about where Yana lives, and where we live in Derby.</p> <ul style="list-style-type: none"> ○ Yana goes to school, we go to school. ○ We have farms, Kenya has farms. ○ Some of the animals that live in Kenya, only live in zoos here. ○ House/ homes look different- why? <p>Explore the weather in Kenya, and how hot it is.</p> <p>-What clothes would we need? Pack a suitcase (ensure hot weather clothing and a suitcase is in the home corner)</p> <p>Draw/ make a map of Kenya and the journey Yana goes on.</p>	<p>house/home</p> <p>school</p> <p>weather</p> <p>suitcase</p> <p>map</p>
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Art	<p>Nursery</p> <p>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 	<p>Nursery</p> <p>Explore and experiment with a range of multi-sensory experiences, for example the following messy play activities:</p> <ul style="list-style-type: none"> ○ painting with hands and feet ○ shaving foam and paint ○ corn flour/ water/ paint ○ large movements with paint outside ○ painting with cotton wool and pegs (holding the wool with pegs) ○ painting with trucks/ lego blocks <p>Mixed Arree Chung</p> <p>Listen to the story. Create pictures using these colours- paint, chalk, felt tips, crayons, pastels.</p> <p>Identify the colours in the environment. Sort objects into different colours (naming each group)</p> <p>Share work of Henri Matisse.</p> <p>Art work:</p> <ul style="list-style-type: none"> ○ The Snail ○ Specifically, artwork from 'Henri Matisse: The Cut-Outs' <p>What colours and patterns can children see?</p> <p>Using cut-outs can children create their own picture- child-led.</p>	<p>Nursery</p> <p>paint crayons pastels pencil felt tips colours pattern red yellow blue green orange purple Henri Matisse</p>
	<p>Reception</p> <p>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 e.g. watercolour 	<p>Reception</p> <p>Allow children to explore and experiment with the range of multi-sensory experiences set up in the classroom.</p> <p>Mixed Arree Chung</p> <p>Explore colours and their names (which do we know). Experiment with colour mixing- look as a group which colours we mix together to make purple, orange and green.</p> <p>Matisse Dancy for Joy Susan Goldman Rubin</p> <p>Share work of Henri Matisse.</p> <p>Art work:</p> <ul style="list-style-type: none"> ○ The Snail ○ Specifically, artwork from 'Henri Matisse: The Cut-Outs' <p>Use magnifying glasses to explore the collages- what colours/ shapes can you see? What do you think Matisse has created? Which one is your favourite cut out?</p>	<p>Reception.</p> <p>colours red yellow blue green purple orange Henri Matisse cut artwork shapes straight curved corners wavy curvy</p>

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		<p>Explore cutting paper- this is how Matisse created his cut outs. Let chdn cut up lots of different coloured paper to create images with (different scissors available). Work on cutting- straight, zigzag, corners, wavy, curvy.</p> <p>Give children the resources to create their own cut-out (paper, scissors, glue, tissue paper, card, paint). Ask them to talk about the shapes they have created; the colours they have used; and the artwork they have made.</p> <p>Make a piece of Henri Matisse artwork on a large scale, as a whole class.</p>	
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Design and Technology	<p>Nursery</p> <ul style="list-style-type: none"> • Attach construction materials together • Use trial and error to form structures • Use tools with support • Know the importance of washing hands with soap and water 	<p>Nursery Busy Recycle Campbell Busy Books Please Help Planet Earth A Ladybird Eco Book</p> <p>Read the stories Busy Recycle and Please Help Planet Earth- looking after where we live is very important! Show chdn we can do this by picking up litter and putting the litter in the bin.</p> <p><u>Exploring and practising key skills:</u> Use the litter to make new things. Focus on attacking materials together using different methods (making tape, cello tape, PVA glue, glue ticks).</p> <p>With support, practise using a stapler to attach materials together. With support, use wooden hammers and nails to attach materials together.</p> <p><u>Junk modelling.</u> Provide children with boxes, plastic, sweet wrappers etc. to allow them to create their own model, using all the skills learnt previously. Encourage children to talk about what they have made. *Ensure there is a space in the classroom for children so keep their work in progress safe*</p>	<p>Nursery recycle help litter/rubbish stick tape masking tape cello-tape PVA glue glue stick join</p>
	<p>Reception</p> <p>Design, Make and Evaluate</p> <ul style="list-style-type: none"> • Use various construction materials to join • 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 <p>Technical Knowledge</p> <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 	<p>Reception Busy Recycle Campbell Busy Books The Whale who Ate Plastic Stephanie O'Connor Please Help Planet Earth A Ladybird Eco Book</p> <p>Read the stories Busy Recycle and Please Help Planet Earth. Remind chdn of previous learning- we can look after the world through recycling.</p> <p><u>Joining.</u> Develop their understanding of joining two materials through practice. E.g. different materials with a variety of joining tools (cellotape, glue, PVA glue, paper clips, split pins etc.) Explore the use of tools to join materials- hammers/ staplers/scissors. Allow chdn time to experiment with the junk modelling. Chdn need to be able to name these tools.</p> <p>I am not an eggbox (book). Turning rubbish into something new. <u>Junk modelling.</u></p>	<p>Reception recycle junk modelling join tools cellotape glue PVA glue paper clips split pins hammer stapler scissors</p>

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		<p>Ask all chdn to bring in an empty plastic bottle. With the chdn, turn their plastic bottles into a musical instrument e.g. decorating and putting rice inside, attaching material over the top and turning it into a drum.</p> <p>The Whale who Ate Plastic Stephanie O'Connor</p> <p>Junk modelling station (instead of the whale eating plastic, what can we do with it?)- using the egg boxes, what can you create, rather than this rubbish go in the bin? Allow children to explore and experiment. Encourage chdn to talk about their own ideas and share what they have made/ how they have made it.</p>	
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Creativity (<i>hands</i>)	Community (<i>hands, heart</i>)	Compassion (<i>heart</i>)
<i>How will I be inspired to learn?</i>	<i>How will my learning help me to connect to the world around me?</i> (local links, wider links e.g. trips, visitors, events)	<i>How will my learning help me to become the best version of myself?</i> (links to Collective Worship)
'BIG' start:	World Book Day (2 March 2023) The not so Green Queen Katherine Wheatley Dress up day (and wear something green!) This will help to launch Wildlife Heroes! The School Field Observing and helping with the development of the school field- into, an outdoor learning environment	
Plant a seed- and, watch it grow! The children can be encouraged to plant a seed- and, watch the plant grow in the classroom/ playground planters.		
'BIG' Finish:		
Parent Workshop Reduce/ reuse/ recycle activity The family can participate in a simple craft activity- using, reclaimed materials and appropriate tools		

Quality Texts:	Significant individual(s)	Environment Enhancements
The Whale who Ate Plastic Stephanie O'Connor Mixed Arree Chung Yana Goes to Kenya Winnie Wall Tree Full of Wonder Anna Smithers In Every House on Every Street Jess Hitchman Tidy Emily Gravett Somebody Swallowed Stanley Sarah Roberts Somebody Crunched Colin Sarah Roberts I am not a cereal box Sara Stanford How a recycling truck works Lara Bryan Eco-Warriors: Discover Amazing People Wangari's Trees of Peace Jeanette Winter Please Help Planet Earth A Ladybird Eco Book Matisse Dancy for Joy Susan Goldman Rubin Busy Recycle Campbell Busy Books	<ul style="list-style-type: none"> Henri Matisse Wangari Maathai 	<u>Creative/ Art</u> Junk modelling station (a variety of different materials). Stapler, hole punch, split pins, treasure tags, cello tape (a variety of ways to join materials). Primary colours of paint, scissors, printed photos of Matisse's work. <u>Construction/ Small World</u> Range of blocks, trees, people, recycling truck, other vehicles, stones, tree trunks (home and Kenya inspired set ups). <u>Reading Area</u> Change books on forward facing shelves to match theme. <u>Home Corner</u> Include bins (labelled glass/ plastic/ cardboard) to encourage recycling in the home. Suitcase/ hot weather clothing in dress up. <u>Water/ Sand Play</u> Sand- links to Kenya (second half term). Water- links to importance of recycling for animals whose home is in the water.
	<u>Outdoor provision</u> <ul style="list-style-type: none"> Soil and mud to explore in the mud kitchen (with the addition of the 'recipe' centre e.g. pine cones, stones, leaves. Spades, wheelbarrows, gardening gloves and resources (with the planters). Over the course of the first half term, create a weather station with the children and make observations daily. Den building in the construction area. 	