



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



## Wildlife Superheroes!

How can I be a wildlife superhero?

Core Values:

Forgiveness

	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><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Be curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life.</li> <li>Notice detailed features of objects in their environment.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> </ul> <p><b>Useful resources:</b>  <a href="#">DK Find Out!   Fun Facts for Kids on Animals, Earth, History and more!</a></p> <p><b>Songs:</b>  <a href="#">Wiggly Woo   Sing A Long   Nursery Rhyme   Worm at the bottom of the garden – YouTube Kids</a></p> <p><a href="#">Butterfly Ladybug Bumblebee   Super Simple Songs – YouTube Kids</a></p> <p><a href="#">Five Little Caterpillars - The Kiboomers Preschool Songs &amp; Nursery Rhymes for Counting – YouTube Kids</a></p>	<p>Key texts:  <b>Rhema the real Superhero</b> Katherine Wheatley  <b>The Girl who Loves Bugs</b> Lily Murray  <b>How does a butterfly grow?</b></p> <p>One morning/ one afternoon per week is spent on the new School Field, replicating forest school type activities. Children outside, in appropriate clothing, exploring the natural world around them.</p> <ul style="list-style-type: none"> <li>Colour hunts- find something that is the colour of each colour given to the children.</li> <li>Minibeast hunts- looking for animals/ minibeasts and finding out what they are called.</li> <li>Building animal habitats (improving the bug hotel in the EYFS playground); setting up a house for hedgehogs to rest.</li> <li>Making art using nature.</li> <li>Making music using nature.</li> </ul> <p>STEM activity: <a href="#">Painting with Natural Materials (stemintheearlyyears.com)</a></p> <p>A range of example activities is saved on the Wildlife Superheroes folder on the server.</p> <p>Grow our own butterflies in school, using the butterfly kit. Talk about the changes, and then let the butterflies free on the school field.</p> <p>Plant and water our own seeds- watch what happens over time.</p> <p>Decaying vegetables experiment. Encouraging vocabulary and observations. Which one would you rather eat?  <a href="#">Exploring decay   Early Years Educator</a></p>	<p><b>Nursery Observational:</b>  listen, look, smell, touch, taste,</p> <p><b>Field:</b>  puddles, tree, grass, stone, mound, path, wall</p> <p><b>Minibeasts:</b>  Snail, worm, spider, caterpillar, butterfly, ladybird, bee, wings, legs</p> <p><b>Plants:</b>  seed  soil  plant  flower</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Science</b></p>	<p><b>Reception</b> Animals</p> <ul style="list-style-type: none"> <li>Make observations of animals and draw pictures</li> </ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>Understand the processes and changes in the natural world including seasons.</li> <li>Begin to understand the effect our behaviour can have on the environment.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of growth, decay and changes over time.</li> <li>Show care and concern for living things in the environment.</li> <li>Make observations of plants and explain why some things occur and talk about changes.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Comment and ask questions</li> <li>Talk about why things happen and how things work</li> <li>Compare similarities and differences</li> <li>Make observations and talk about changes</li> </ul> <p><b>Useful resources:</b>  <a href="#">DK Find Out!   Fun Facts for Kids on Animals, Earth, History and more!</a></p> <p><b>Songs:</b>  <a href="#">Wiggly Woo   Sing A Long   Nursery Rhyme   Worm at the bottom of the garden – YouTube Kids</a></p> <p><a href="#">Butterfly Ladybug Bumblebee   Super Simple Songs – YouTube Kids</a></p> <p><a href="#">Five Little Caterpillars - The Kiboomers Preschool Songs &amp; Nursery Rhymes for Counting – YouTube Kids</a></p>	<p>Key texts:  <b>Rhema the real Superhero</b> Katherine Wheatley</p> <p><b>A Dress with Pockets</b> Lily Murray  Exploring the school field- going out on to the field, exploring nature with the 5 senses, cooking in the mud kitchen, reading a book in the tips. Chdn need time to be outside in the new environment first.</p> <p><b>The Girl who Loves Bugs</b> Lily Murray  <b>How does a butterfly grow?</b>  Name minibeasts on the field and go on a hunt to find them. Ensure chdn have a kit to observe them- magnifying glass, clear contained to hold them in, plastic scooper.</p> <ul style="list-style-type: none"> <li>Where do they live?</li> <li>What do they look like?</li> <li>How many legs do they have?</li> <li>Do they have wings?</li> <li>How do they move?</li> <li>How do you take care of them?</li> </ul> <p>Draw pictures of the minibeasts that they find.  Play matching games to help remember the names of minibeasts.</p> <p>STEM activity: Observing an Insect.  <a href="#">Observing an Insect (stemintheearlyyears.com)</a></p> <p><b>Why do we need bees?</b> Usborne Book  Create a water station for the bees.</p> <p><b>My Butterfly Bouquet</b> Nicola Davies  Grow and take care of butterflies in the classroom, using the kit provided. Once fully grown let out on the school field.</p> <p><b>The Extraordinary Gardener</b> Sam Boughton  Take care of the plants on the EYFS playground, including the strawberries. As they grow children are allowed to pick, wash and eat the strawberries with adult support. Herbs to be grown in the mud kitchen- for chdn to cut/ pick to create their recipes. Plant pot with doors, allows chdn to see the roots of the lavender plant growing.</p> <p>Go out onto the field and spot trees/ flowers. Talk about what they look like- petals, stem, leaves, roots.</p> <p>Plant our own seeds, and watch it grow. How do we care for our seed? Chdn need to make weekly observations of their seed.</p>	<p><b>Reception</b></p> <p><b>Observational:</b>  listen, look, smell, touch, taste, question, observe, look, watch, changes, why, same, different, care, look after</p> <p><b>Field:</b>  puddles, tree, grass, stone, mound, path, wall, bark</p> <p><b>Minibeasts:</b>  Snail, worm, spider, caterpillar, butterfly, ladybird, bee, wings, legs, beetle, earwig, ant</p> <p><b>Plants:</b>  Flower, petal, leaf, stem, seed, herb, water, light, pot, sun, vegetable</p>
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		<p>STEM Activity: <a href="http://steminttheearlyyears.com">Observing Plants (steminttheearlyyears.com)</a> Celery Experiment saved on the Wildlife Superheroes folder on the server.</p> <p>Explore decay and changes over time through the use of vegetables in open/ closed bag. Describe the different vegetables before/ after decay- which would we rather? why? <a href="#">Exploring decay   Early Years Educator</a></p> <p>Create a display of 'Rotten Experiments' so chdn can see clear pictures of before and after. How has it changed? Is it different? Is it the same?</p> <p>*This can also be linked to the composter on the school field that has clear sides to see the decomposing happen.</p>	
<b>A Long Time Ago</b>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</li> <li>Is interested in photographs of themselves and other familiar people and objects</li> <li>Has a sense of own immediate family and relations and pets</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> <li>Follows a routine in sequence</li> </ul>	<p><b>The King's Coronation</b> Marion Billet</p> <p>Ask parents to send in photos of them as a baby- talk about this is in the past/ from before. What do you look like now?</p> <p>Ask chdn to send in photos of their own grandads/ dads to share with the class.</p> <p>Why is my daddy/ grandad special to me? Draw a picture of our families.</p> <p>Read 'The King's Coronation' and explain he is an important person. Not only is he someone's grandad/ dad, but he is King! Role play being the king/ queen.</p> <p>Share real life photos of the coronation and talk about what they can see.</p>	<p><b>Nursery</b></p> <p>my family king important same/ different before grandma, grandad, mum, dad, brother, sister, auntie, uncle old/ new celebration</p>

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	<p><b>Reception</b>  <b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>Talk about past and present events in their own lives.</li> <li>Order images into a plausible chronological order e.g. photos of a baby, child, teenager, adult.</li> </ul> <p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>Know about similarities and difference between communities and traditions e.g. food</li> <li>Name and role-play events from the past.</li> </ul> <p><b>Local history</b></p> <ul style="list-style-type: none"> <li>Name and identify people from the past using stories.</li> </ul>	<p><b>King Charles</b> (Little People Big Dreams) Maria Isabel Sanchez Vegara  <b>The King's Coronation</b> Marion Billet</p> <p>There is a nice collection of photos of King Charles throughout his life on <a href="http://www.twinkl.co.uk">www.twinkl.co.uk</a> (saved in Wildlife Superheroes on the server)</p> <p>Ask parents to send in photos of chdn over the May half term- a topic point of past/ present. This is something you did in the past/ what are we doing now?</p> <p>Ask parents to send in photos of the chdns grandads- why is my grandad special? why do I love him?  A long time ago I....  Are you the same/different?</p> <p>Introduce King Charles- he is somebodies daddy/ grandad but also has become the King. Explore royal family- who they are their names.  Explore pictures/ videos of the coronation</p> <ul style="list-style-type: none"> <li>engage in role play activities of the coronation</li> <li>pretend to be each of the important members of the royal family</li> <li>write invitations to the event</li> <li>talk about what they can see that shows King Charles is special</li> </ul> <p>Hold a celebration, planned by the chdn- what does a coronation look/ feel like?</p>	<p><b>Reception</b>  A long time ago  Same/different  Old/ new  Before/ now  Past/ present  King  King Charles  Queen Camilla  Prince William  Princess Kate  Queen Elizabeth II  coronation/ celebration  family</p>
<p><b>The World</b></p>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</li> <li>Explore a range of different environments.</li> <li>Explore the natural world and different types of weather.</li> <li>Talk about what they can see, hear, touch and smell.</li> <li>Retell experiences using small world resources.</li> </ul>	<p><b>Nature Trail</b> Benjamin Zephaniah</p> <p>One morning and one afternoon is now to be spent on the school field, exploring the environment and promoting communication and language.  See Science activities to continue working on objectives.</p> <p>Nature Trails and Woodland Walks. Excellent examples sit here:</p> <p>Allow chdn to collect natural materials, and encourage them to return this to the natural habitat and why.</p> <p>Weather. Song: <a href="#">How's The Weather?   ft. the Super Simple Puppets   Super Simple Songs – YouTube Kids</a>  Explore the weather each morning. What is it like today?</p> <p>Let chdn make some weather linked art- to show sun, wind, rain, snow.</p> <p>STEM Activity: <a href="#">How to make a Rain cloud in a jar science experiment - Bing video</a></p>	<p><b>Nursery</b>  near  far  field  grass  mud  puddle  leaves  weather  sun, wind, rain, warm/cold, snow, fog, clouds</p>

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The World	<p><b>Reception</b>  <b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Describe changes in the natural world e.g. weather and seasons.</li> <li>Explain the changes in the environment and the impact humans have e.g. pollution.</li> </ul> <p><b>Geographical skills and field word</b></p> <ul style="list-style-type: none"> <li>Name places in local maps and share directions.</li> </ul>	<p><b>Nature Trail</b> Benjamin Zephaniahs          Explore the school field. What can we see, touch, taste, smell, hear? Opportunity to gain key vocab.</p> <p><b>Meet the Weather</b> Caryl Hart          Practice dressing for each weather- sun, wind, rain, warm/cold, snow, fog, clouds          Ensure a daily weather observation centre is running in the classroom.</p> <p>Create items for a weather station on the EYFS playground. Some ideas of what can be included are here: <a href="https://www.twinkl.co.uk/resources/primary/primary-weather-station-garden-craft-instructions-ver-3">t-par-383-diy-weather-station-garden-craft-instructions_ver_3.pdf (twinkl.co.uk)</a></p> <p>Name the four seasons.          Seasons song: <a href="#">Seasons Song – YouTube Kids</a>          Resources in the environment to ensure chdn can paint/ draw pictures of each seasons post the lesson to consolidate learning.</p> <p>STEM Activities:  <a href="#">Resisting Wind (stemintheearlyyears.com)</a>  <a href="#">How to make a Rain cloud in a jar science experiment - Bing video</a></p> <p><b>Martha Maps It Out</b> Leigh Hodgkinson          Follow a basic map around the school field, with a partner. Give chdn the opportunity to name what they can see on the map/ in real life.</p> <p>Give chdn a different map and ask them to guide their friend round the field following the map. If chdn are in sensible pairs a blindfold can be included in this activity.</p> <p>Ask chdn to draw their own maps of the school field- labelling/ drawing key parts of the field.</p>	<p><b>Reception</b>          same          different          map          forwards/ backwards          left/ right          field          weather          sky          directions          sun, wind, rain, warm/cold, snow,          fog, clouds</p>
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<b>Art and Design</b>	<p><b>Nursery</b> <b>Being an artist</b></p> <ul style="list-style-type: none"> <li>• Experience a range of art work</li> <li>• Make connections to their own lives</li> <li>• Notice colour and pattern in art work</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Know how to create a range of marks using up, down, circular and cross over motions</li> <li>• Begin to show controlled marks</li> <li>• Know how to create spaces</li> </ul> <p><b>Sculpting</b></p> <ul style="list-style-type: none"> <li>• Squeeze, roll, pinch and pat playdough</li> <li>• Enjoy sensory experiences</li> </ul> <p><b>Information about the artist:</b> <a href="#">The Art of Louise Bourgeois   Tate</a></p>	<p><b>Louise Bourgeois Made Giant Spiders and Wasn't Sorry</b> Fausto Gilberti</p> <p>Explore pictures/ photographs of Louise Bourgeois work. Talk about spiders:</p> <ul style="list-style-type: none"> <li>• What do we know about spiders?</li> <li>• Do you like spiders?</li> <li>• What do they look like?</li> </ul> <p>Song: <a href="#">Incy Wincy Spider with Lyrics   LIV Kids Nursery Rhymes and Songs   HD – YouTube Kids</a></p> <p>Mark making with a pencil (encouraging the pincer grip) up/ down/ side to side/ around and around:</p> <ul style="list-style-type: none"> <li>• large mark making- paper stuck under the table/ on the wall etc</li> <li>• mark making in sand</li> <li>• smaller pieces of paper</li> </ul> <p>Practice drawing spiders</p> <p>Make minibeast using playdough- squeeze, poke, roll, pat and pinch the dough</p> <p>Give chdn pipe cleaners to make minibeasts legs</p>	<p><b>Nursery</b> Louise Bourgeois Artist</p> <p>colours- red, yellow, blue up/down side to side around and around across squeeze, poke, roll, pat, pinch</p>
<b>Art and Design</b>	<p><b>Reception</b> <b>Being an artist</b></p> <ul style="list-style-type: none"> <li>• Share their creations, talk about and explain the process they have used</li> <li>• Talk about what they can see in famous pieces of art work, and say if they like it or not</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Carefully arrange, order and place objects for a purpose e.g. loose-parts</li> <li>• Know how to draw shapes and features in drawings e.g. head, body, arms</li> <li>• Know how to use a correct pincer grasp when using a variety of drawing tools e.g. pencil, chalk</li> </ul> <p><b>Sculpting</b></p> <ul style="list-style-type: none"> <li>• Know how to shape and model playdough and clay</li> <li>• Know how to use tools correctly and make changes to materials</li> </ul> <p><b>Information about the artist:</b> <a href="#">The Art of Louise Bourgeois   Tate</a></p>	<p><b>Louise Bourgeois</b> (Little People Big Dreams) Maria Isabel Sanchez Vegara <b>Louise Bourgeois Made Giant Spiders and Wasn't Sorry</b> Fausto Gilberti</p> <p>Explore images of Louise Bourgeois work</p> <ul style="list-style-type: none"> <li>• What do I like about it?</li> <li>• What do I dislike about it?</li> </ul> <p>Song: <a href="#">Incy Wincy Spider with Lyrics   LIV Kids Nursery Rhymes and Songs   HD – YouTube Kids</a></p> <p>Recap pincer grasp. Look closely at images of spiders (and display in creative area):</p> <ul style="list-style-type: none"> <li>• explore the shapes they can see</li> <li>• draw own images of spiders using pencils, crayons, charcoal</li> </ul> <p>Make spiders using clay and playdough, encourage children to self-select tools, and name the tool they are using. Chdn to shape and mould the clay in order to make the spider.</p> <p>*Encourage chdn to save their artwork on the art pallet. Once a week share artwork created throughout 'Learning through play' and ask chdn to talk about their work to their friends. *Pipe cleaners and googly eyes need to be permanently in the playdough area.</p>	<p><b>Reception</b> Louise Bourgeois (sculptor)</p> <p>drawing printing sculpture</p> <p>Colours- red, yellow, blue, white, brown, purple, orange, green, black</p> <p>line, circle, straight, wavy, curvy, spiral, across, down, up</p> <p>squeeze, poke, roll, pat, pinch</p> <p>sculpture: shape colour space</p>

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Design and Make	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>• Attach construction materials together</li> <li>• Use trial and error to form structures</li> <li>• Use tools with support</li> <li>• Know the importance of washing hands with soap and water</li> </ul>	<p><b>The King's Coronation</b> Marion Billet</p> <p>Items that need to be in the creative area: hole punch, stapler, glue, cello tape</p> <p>After reading the story, chdn to make items as a gift for the king. For example, a crown, necklace or carriage. The focus is on attaching materials together, using trial and error, and using tools with support.</p> <p>Make a delicious, healthy snack for the King's celebration. Focus on washing hands beforehand using soap and water. <a href="#">HAND-WASHING GLITTER EXPERIMENT - YouTube</a></p> <p>Snack could be- a fruit kebab, a fruit salad, vegetables. Chdn to prepare with support, and eat with their friends at snack time.</p>	<p><b>Nursery</b></p> <p>build make fix join stapler, hole punch, cello tape, glue</p> <p>water soap clean</p>
Design and Make	<p><b>Reception</b> <b>Design, Make and Evaluate</b></p> <ul style="list-style-type: none"> <li>• Use various construction materials to join, stack, balance, make enclosures and create spaces</li> <li>• Explain what they have made and how they have made it</li> <li>• Follow verbal instructions</li> <li>• Name and use a range of tools</li> <li>• Develop their own ideas through experimentation</li> <li>• Select tools and techniques needed to shape, assemble and join materials they are using</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Handle tools, objects, construction and malleable materials safely, with increasing control and intention in placement</li> <li>• Experiment with rolling, folding, tearing and cutting</li> <li>• Show a preference for a dominant hand</li> <li>• Select appropriate resources and adapt work where necessary</li> <li>• Know how to use a simple running stitch technique when lacing, weaving or sewing</li> </ul>	<p><b>The King's Coronation</b> Marion Billet</p> <p>Creative area essentials: hole punch, scissors, tape, glue, cello tape, split pins, treasury tags.</p> <p>Ensure a show and tell happens each week for chdn to share and talk about their creations with one another.</p> <p>Create a space in the creative area for chdn to save their work, and return to it at a later date to continue working on it.</p> <p>Throughout each of the following activities there needs to be a focus on chdn naming the tools they use, whilst working on rolling, folding, tearing and cutting paper:</p> <ul style="list-style-type: none"> <li>• Create a crown for the new king- focusing on attaching materials and naming the tools they can use.</li> <li>• Create a present for the new king- using the junk modelling boxes in the creative area.</li> <li>• Create a new carriage for the king. Explore pictures of carriages (and ensure some are accessible in the creative area) so chdn know what a carriage needs.</li> </ul>	<p><b>Reception</b></p> <p>build make attach join fix scissors tape glue hole punch cello tape split pin treasury tag rolling, folding, tearing, cutting</p>



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<b>Creativity (<i>hands</i>)</b>	<b>Community (<i>hands, heart</i>)</b>	<b>Compassion (<i>heart</i>)</b>
<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)
<p><b>‘BIG’ start:</b></p> <p><b>World Book Day</b> (2 March 2023)  <b>The not so Green Queen</b> Katherine Wheatley  Dress up day (and wear something green!)  This will help to launch Wildlife Heroes!</p> <p><b>Rhema the real Superhero</b> Katherine Wheatley  -read this story, and introduce the Wildlife Hero  A Superhero dressing up day</p>	<p><b>Rhema the real Superhero</b> Katherine Wheatley</p> <p>Katherine Wheatley- the author of the key text visiting school to work with the children.</p> <p>A community day in Summer 2 with the charity Down to Earth. Enabling us to use the field space, and share experiences with parents.</p>	<p><b>Forgiveness.</b>  <i>Ephesians 4:32 Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.</i></p> <p>The First Slodge, Jeanne Willis  The Squirrels who Squabbled, Rachel Green</p> <p>Exploring forgiveness within friendships, and what this may look like. A focus on the importance of the word ‘sorry’.  What can you do if something is broken?  Have you ever said sorry?  Moments when you may need to say sorry.  Feeling sorry.  When might we need to forgive?</p>
<b>‘BIG’ Finish:</b>		
<p>Picnic on the school field (outdoor learning environment)  -fun on the field/ games and activities -read aloud (outdoors)</p> <p>Parent Workshop (minibeast theme)</p> <p>Ice cream van- with, an ice cream treat on the field</p>		

<b>Quality Texts:</b>	<b>Significant individual(s)</b>	<b>Key Songs:</b>
<p><b>Louise Bourgeois Made Giant Spiders and Wasn't Sorry</b> Fausto Gilberti</p> <p><b>Louise Bourgeois</b> (Little People Big Dreams) Maria Vegara</p> <p><b>King Charles</b> (Little People Big Dreams) Maria Vegara</p> <p><b>Why do we need bees?</b> Katie Daynes</p> <p><b>My Butterfly Bouquet</b> Nicola Davies</p> <p><b>A Dress with Pockets</b> Lily Murray</p> <p><b>The King's Coronation</b> Marion Billet</p> <p><b>Nature Trail</b> Benjamin Zephaniahs</p> <p><b>Martha Maps It Out</b> Leigh Hodgkinson</p> <p><b>The Extraordinary Gardener</b> Sam Boughton</p> <p><b>The Girl who Loves Bugs</b> Lily Murray</p> <p><b>How does a butterfly grow?</b></p> <p><b>Meet the Weather</b> Caryl Hart</p>	<p>Louise Bourgeois</p> <p>King Charles III and Queen Camilla</p>	<p>Incy Wincy Spider with Lyrics   LIV Kids Nursery Rhymes and Songs   HD – YouTube Kids</p> <p>Seasons Song – YouTube Kids</p> <p>How's The Weather?   ft. the Super Simple Puppets   Super Simple Songs – YouTube Kids</p> <p>Wiggly Woo   Sing A Long   Nursery Rhyme   Worm at the bottom of the garden – YouTube Kids</p> <p>Butterfly Ladybug Bumblebee   Super Simple Songs – YouTube Kids</p> <p>Five Little Caterpillars - The Kiboomers Preschool Songs &amp; Nursery Rhymes for Counting – YouTube Kids</p>



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

### Continuous Provision Resources.

Creative Area.	Construction Area/ Small World.	Home Corner.	Playdough	Outdoors
hole punches staplers split pins glue cello tape treasury tags  glitter sequins pom poms  spider images pieces of Louise Bourgeois work pencils crayons charcoal  shelf to save creations with photos for chdn to put next to theirs	minibeasts logs/ stones/ sticks  castle (for the king)  maps	crowns gowns capes (to be wildlife superheroes) kitchen herbs growing on the side afternoon tea resources- tea with the king photos of grandads different weather clothes	googly eyes pipe cleaners tools- rolling pins, spoons, potato mashers, cutters, garlic press	bug hotel  small world- micro habitats  carriage building in construction- crowns etc to be added  clay  weather station  items to attract bees  watering cans