



St Chad's CofE Nursery and Infant School – Spring Medium Term Plan (Year A)



Rule Britannia! *Who lives in a castle?*

Key Vocabulary:

People and Communities (History): King, queen, dragon, knight, prince, princess, Royal family, past, grow up, now, today

Understanding the World (Geography): Allotment, garden, London, Buckingham palace, Windsor castle, underground, the tube, double decker bus

Expressive Art and Design (Art): cut, rip, tear, glue, join, attach, weave, thread, stick

Exploring and using Media and Materials (Design and Technology): den, build, tie, clip, stack, throw, hide

Understanding the World (Science): spider, ladybird, worm, woodlouse, butterfly, snail, slug, caterpillar, cocoon, cress, grow, roots, leaves, colour, soil, trowel



Core Values Justice / Trust

Quality Texts:

That's not my Princess (Usbourne)
That's not my Dragon (Usbourne)
Maisy's Castle (Lucy Cousins)
The Royal Baby's Big Red Bus (Martha Mumford)
Once Upon a Time (Nick Sharratt)
I Love Bugs (Emma Dodd)
Mad about Minibeasts (Giles Andreae)
Lulu Loves Flowers (Anna McQuinn)
The Very Hungry Caterpillar (Eric Carle)

Significant individuals

Queen Elizabeth and immediate royal family
Henri Matisse
Kirstie Adamson (local artist)

Coherence (*head*)

What are the connections to my previous learning?

People and Communities (History)

- Talked about past times and experiences

Understanding the World (Geography)

- Named local places and travelled to places in the local community (role-play)

Expressive Art and Design (Art)

- Colour mixed (primary colours and making brown)
- Drew familiar people, animals and places
- Developed the correct pencil grip
- Printed different shapes, textures and materials
- Began to choose a colour for a purpose
- Aware of inspiring artists

Exploring and using Media and Materials (Design and Technology)

- Talked about a plan
- Joined 2 materials with different tape
- Constructed using large and small construction materials
- Confidently used differentiated scissors to follow different pathways
- Adapted work to improve it

Understanding the World (Science)

- Noticed and talked about changes

What are the connections to my future learning?

People and Communities (History)

- Recognise the different stages of life: baby, child, teenager, adult
- Compare similarities and differences between families, communities and traditions

Understanding the World (Geography)

- Compare and describe contrasting environments/places
- Use knowledge of places to discuss differences in weather

Expressive Art and Design (Art)

- Manipulate materials and describe changes and texture
- Name and talk about significant artists

Exploring and using Media and Materials (Design and Technology)

- Use a range of tools
- Use different joins to attach materials together
- Experiment with colour, texture, form and function
- Change and adapting work independently

Understanding the World (Science)

- Observe animals and explain why some things occur

Credibility (*head*)

What will I learn?

People and Communities (History)

- Who are the King and Queen?
- Can you trust a Knight? What is their job?
- What toys might you find in a castle today and a long time ago?
- What games did children play a long time ago?

Understanding the World (Geography)

- Where is the queens garden? How do we get there?
- What is an allotment? Where might you find one?

Expressive Art and Design (Art) (collage and textiles)

- How can I thread and weave?
- How can I carefully cut, rip and tear?
- How can Henri Matisse and Kirstie Adamson inspire my own textiles?
- How can I stick materials together?

Exploring and using Media and Materials (Design and Technology)

Outdoors: Fixing and joining (den building)

- What is your idea and plan?
- Which material is best to use outside?
- How do I attach two materials together?
- How can i make it stronger?

Understanding the World (Science)

(plants/ animals in the local environment)

- Can I name the mini-beats in my garden? How many legs do they have? What colour are they? Are they the same or different? How do you know?
- Can I describe the life cycle of a butterfly?
- Can I work scientifically
- How does cress grow?

Creativity (*hands*)

How will I be inspired to learn?

Big Start: There is a Knight at St Chad's! (Toast marshmallow on a BBQ)

How will I celebrate my learning?

Big Finish: Royal Garden Party

Community (*hands, heart*)

How will my learning help me to connect to the world around me?

Local links

Community visitors:

- Gardener: Steven Howard
- Collage artist: Kirstie Adamson

Local trips

- Arboretum Park (flower beds)
- Normanton Allotments

Wider links

- Elvaston Castle

Compassion (*heart*)

How will my learning help me to become the best version of myself?

- Fostering a sense of *belonging*
- Valuing* who we are and where we come from
- Appreciating* home / where we live
- Beginning to *appreciate* the 'wider world'
- Being *grateful* for people who help us
- Developing *empathy* / *gratefulness* for people from the past

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Adult-led

- **Understanding the World (Science):** grow cress: Cress seeds, yoghurt pots, soil, cotton wool/paper towels, water
Field: explore bug hotels, dig in worm area, collect mini-beasts in plastic pots, magnifying glasses, printed bug hunt sheets and clip boards
- **Exploring and using Media and Materials (Design and Technology):** Blankets, tarpaulin, pegs/clips, bread crates, wooden blocks, sticks, rope, pulley cord
- **Expressive Art and Design (Art):** Henri Matisse snail collage using material squares, weave in spirals using fabric both indoors and outdoors
Collage project: rip, tear and stick old magazines and junk mail
- **Understanding the World (Geography):** Watch videos from our Gardner Steven, small world allotment, soils and seeds,
- **People and Communities (History):** Role-play Windsor Castle kings and queens, make hats, make wands, invitations for the Royal Garden Party, make decorations, make knight shields, make helmets
Share old and new toys and games

Child-initiated

- **Role-play area:** Windsor castle role-play: king and queen chairs, prince and princess dress up, crowns, dressing table with jewellery and a mirror, hairdressers equipment, knight wooden castle and small world characters
Fruit and veg shop: shop, till, Numicon 1-10, veg stand, real veg, money labels, purse and bags, shopping trolley
- **Book corner:** Light board and resources added, linked texts
- **Construction/small-word:** Deconstructed construction: boxes, tape, scissors, tubes, pencils, paper
Farm: lentils, straw, rice, farm animals
- **Creative and malleable area:** Sand, water, pasta, farm vehicles (tractor), dough, cornflour
Henri's snail art: baskets of different coloured fabric and tissue paper, glue, PVA, paint
Weaving resources and ribbon