**Medium Term Planning Term 3 – Making connections, developing relationships**

*Note that new children are joining the setting and older children may be moving to a new key person and group. Learning intentions from earlier Medium Term planning are still relevant to these children. Those plans will still apply when supporting these children.*

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| **Focused Intentions: Children will be learning to ….** | **Implementation (We will support this by …)** |
| *Characteristics of Effective Teaching & Learning*   * **Build on their own interests and fascinations, connecting home learning with nursery learning** * **Keep trying when things are difficult, and begin to explore different approaches to problem solving** * **Think and talk beyond the here and now, making connections to earlier experience, home life or future hopes and plans** | * … developing displays using pictures of our families, and pictures of our favourite toys at home * … modelling talking about our own home life and experience outside the nursery * … adapting resources and adding new resources where necessary to support particular interests * … modelling language, emotions and attitudes relating to finding things difficult and trying again, or trying a different way * … modelling language of thinking when problem solving – remembering how we solved problems before, or how other people solved problems – playing with possible new ideas |
| *Communication & Language*   * **Listen to other people’s talk** (*2yo-3yo*) * **Begin to use longer sentences** (*3yo-4yo*)   *Personal, Social & Emotional Development*   * **Engage with others through gestures, gaze and talk** (*2yo-3yo*) * **Play with one or more other children, beginning to use and extend other people’s play ideas** (*3yo-4yo*) | * … playing games involving listening & sound discrimination (*Phase 1 Phonics)* * … exploring pictures of families, favourite toys and the local area during group time and supporting children to make connections with each other’s life experience * … developing booklets and displays of these pictures (above) for use by children * … improving & creating communication friendly spaces * … model using connecting words to compare children’s experiences, developing simple longer sentences * … developing opportunities to recount experiences with children, developing ideas of sequence * … play games such as *What’s the time Mr Wolf?* to encourage listening to others and to use counting physical actions in play |
| *Physical Development*   * **Use large and small motor skills to do things independently** (*2yo-3yo*) * **Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks** (*3yo-4yo*) | * … small motor skills – developing skills with clothing – zips, buttons, poppers, gloves and hats – useful for cold weather * … tweezers, tongs, pegs, chopsticks (*Chinese New Year)* * … large motor skills – supporting large scale physical play outside – balancing, jumping, chasing games – keeping warm in cold weather * … play games such as *What’s the time Mr Wolf?* to encourage listening to others and to use counting in play *(Maths)* |
| *Literacy and maths* | * *Going on a Bear Hunt* – sequence, voice sounds * 2yo stories will include *Walking through the jungle (*Sound discrimination & sequence*)* * 3yo stories will include  *Handa’s Surprise* (sequence) *Hands’s Hen* (counting/quantity), *Peace at last* (sound discrimination) |

**Special event: *Chinese New Year* -** Tuesday 1st February – Tiger (Water) – Chinese food, writing, Lion Dance, Red envelopes