



## Nursery Medium term planning

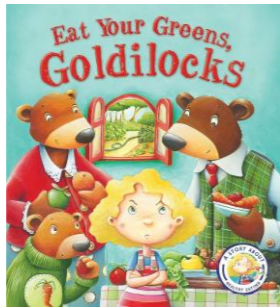
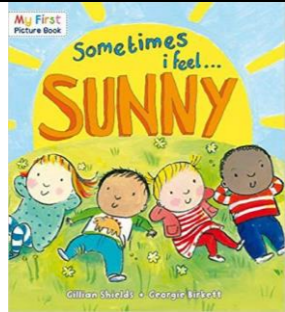
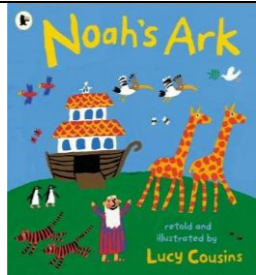
### Themes: Growth and Changes

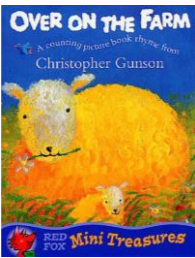
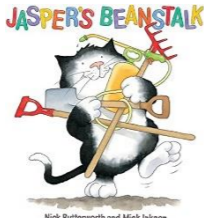
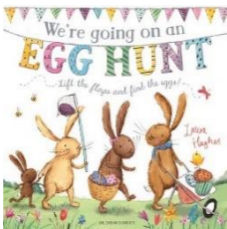
#### Spring Term



Communication & Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the world	Exploring media and materials
<ul style="list-style-type: none"> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Use a wider range of vocabulary</li> <li>Use longer sentences of four to six words.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Recognise words with the same initial sound, such as money and mother</li> <li>spot and suggest rhymes</li> <li>Understand the five key concepts about print: -               <ol style="list-style-type: none"> <li>print has meaning</li> <li>the names of the different parts of a book</li> <li>print can have different purposes</li> <li>page sequencing</li> <li>we read English text from left to right and from top to bottom</li> </ol> </li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Write some or all of their name.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Extend and create ABAB patterns - stick, leaf, stick, leaf.</li> <li>Recite numbers past 5</li> </ul>	<ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Show interest in different occupations</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Plant seeds and care for growing plants.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>Explore colour and colour-mixing.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> <li>Sing the pitch of a tone sung by another person</li> </ul>

		<ul style="list-style-type: none"><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li></ul>	<p><b>( lifted from Physical Development)</b></p> <ul style="list-style-type: none"><li>• Include mark making and early writing in their play</li><li>• Imitate adults writing by making continuous lines and shapes and symbols (early writing from left to right)</li><li>• Begin to make letter type shapes</li></ul> <p>See EAD statement to support writing judgements</p>			<p>(pitch match').</p> <ul style="list-style-type: none"><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li></ul>
--	--	---	---	--	--	---

	Core Text	Key Learning Intent:	Enrichment experiences:	Links to Reception Themes
<b>My Healthy Body</b>		<ul style="list-style-type: none"> <li>We will find out about and show an interest in different people who help us to stay healthy e.g. doctors, dentists, lunchtime supervisors, parents, teachers etc.</li> <li>We will learn about what our bodies needs to grow and be healthy.</li> <li>We will be increasingly independent in meeting our own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly.</li> <li>We will continue to develop our movement, balancing, riding (scooters, trikes andbikes) and ball skills linking to how regular exercise and being active helps us to stay healthy.</li> <li>We will say one number for each item in order:1,2,3,4,5 using the resources in the classroom for support.</li> <li>We will link numerals and amounts: for example,showing the right number of objects to match the numeral, up to 5.</li> </ul> <p><u>Vocabulary:</u> healthy, grow, body, care</p>	<p>Visits from different occupations, dentists, doctors, local sports people etc.</p> <p>Food tasting of a range of vegetables. Children will be encouraged to try new foods.</p>	<p>Children build on their knowledge of healthy foods in reception when they look specifically at fruits (Handa's Surprise) and Vegetables (Oliver's Vegetables) and the importance of fruit and vegetables in our diet.</p> <p>In reception, children learn about growth from a baby to an adult. Children build on the knowledge acquired in nursery to learn how to grow up healthily and how to care for our bodies.</p>
<b>My Healthy Mind</b>		<ul style="list-style-type: none"> <li>We will talk about and respond to what we have heard, expressing our thoughts and feelings through small group conversations and circle time activities.</li> <li>We will play instruments with increasing control to express different feelings during our music and movement session.</li> <li>We will practise 'pitch matching'.</li> <li>During circle time we will talk about our feelings using words such as 'happy', 'sad', 'angry' or 'worried'.</li> <li>We will respond to the story by representing different feelings through our art work.</li> <li>We will discuss the events in the story and think about what makes us feel different emotions.</li> </ul> <p><u>Vocabulary:</u> Happy, sad, angry, worried, feelings</p>	<p>Music and movement session - linking our feelings to movement.</p>	<p>Children will continue to develop their knowledge and understanding of their emotions throughout reception and beyond.</p>
<b>Faith in Focus Week</b>		<ul style="list-style-type: none"> <li>Using the tuff spot, we will explore collections of materials with similar and or different properties.</li> <li>We will develop our own ideas and thendecide which materials to use when making our own boats.</li> <li>We will visit a local church and find out why it is an important place for some members of our community.</li> <li>We will talk about the story 'Noah's Ark' and discuss why kindness is important.</li> <li>We will use animals to count and find the correct numeral to match.</li> <li>We will experiment with symbols, marks and numerals to show how many animals we can see.</li> </ul>	<p>Visit to a local church</p> <p>Random acts of kindness - painting stones and putting them in the local area.</p>	<p>Children in reception will visit a different church in Biddulph with different features. They will learn why places of worship are special to some members of our community.</p>

		<ul style="list-style-type: none"> <li>We will create closed shapes with continuous lines, and begin to use these shapes to represent objects by drawing pictures of animals.</li> <li>We will use small world animals to play with our friends.</li> <li>We will sing the pitch of a tune ('pitch match') - Noah's Ark song.</li> <li>We will explore colours and colour mixing when creating rainbows.</li> </ul> <p><u>Vocabulary</u> Christian, bible, church, kind, material, ark/boat</p>		
<b>On the Farm</b>		<ul style="list-style-type: none"> <li>We will understand the key features of the life cycle of a chicken.</li> <li>We will begin to develop complex stories using the farm small world.</li> <li>We will spot and suggest rhymes when sharing the story 'Over on the Farm'.</li> <li>We will extend and create ABAB patterns using the animals from the farm.</li> <li>We will recite numbers past 5 - links in text.</li> <li>We will discuss routes and locations ('in front of' and 'behind') using the small world farm.</li> <li>We will draw farm animals with increasing complexity and detail.</li> </ul> <p><u>Vocabulary:</u> Spring, farm, farm animals and their young (names), grow, hatch, born</p>	Visit to local farm or Visitor with animals to school.	Children develop their knowledge of lifecycles and spring farm animals in nursery. This provides a basis for learning about the effects of the changing seasons on wildlife in reception. Children will know that many baby animals are born in spring and that some animals come from eggs.
<b>Planting and Growing</b>		<ul style="list-style-type: none"> <li>We will understand the key features of the lifecycle of a plant.</li> <li>We will plant seeds and care for our plants.</li> <li>As part of Science week, we will explore collections of materials with similar and/or different properties. We will be finding out if materials are waterproof and whether they are recyclable etc.</li> </ul> <p><u>Vocabulary:</u> Grow, need, seed, leaf, flower</p>	<p>School science week</p> <p>Planting seeds</p> <p>Planting in our outdoor area. Invite parents/Biddulph in Bloom members to join in. - In collaboration with reception.</p>	Children will explore plants and what they need to grow/their lifecycles. This is build on further in Reception when planting/growing is revisited. Children in reception learn about the effects of the changing seasons on plant growth. Children in nursery need to know what plants in preparation for looking more closely at the different parts of plants in reception.
<b>Easter</b>		<ul style="list-style-type: none"> <li>We will revisit colour and colour-mixing to paint our own egg designs.</li> <li>We will sing songs in our Easter Bonnet Parade.</li> <li>We will talk about and explore 2D shapes e.g. eggs are round, what other shapes are round, which shapes are not round etc.</li> <li>We will go on an egg hunt and count how many we have in our baskets,</li> </ul> <p><u>Vocabulary:</u> Easter, celebrate</p>	<p>Children will make Easter bonnets at home.</p> <p>Children will take part in the EYFS Easter Bonnet Parade.</p>	Children will experience Easter celebrations. In reception, children build on this further when they learn about why Easter is a special time for some members of the community.