



Nursery Medium term planning

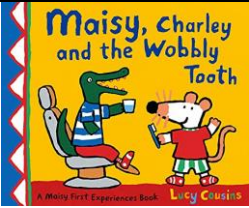
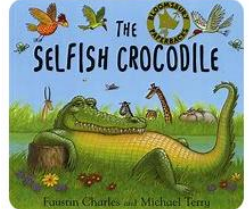
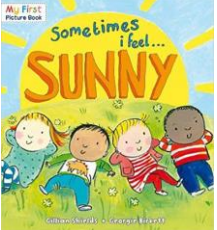
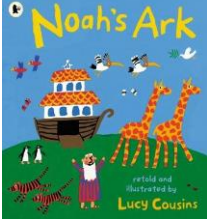
Themes: Growth and Changes

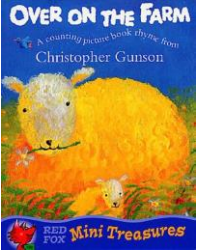
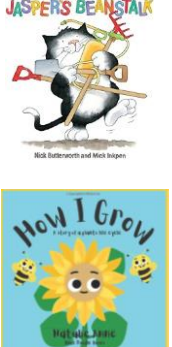

Spring Term



Communication & Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the world	Exploring media and materials
<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary <p>Use longer sentences of four to six words.</p>	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Increasingly follow rules, understanding why they are important. Play with one or more other children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. 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. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> recognise words with the same initial sound, such as money and mother spot and suggest rhymes Understand the five key concepts about print: - print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom <p><u>Writing</u></p> <ul style="list-style-type: none"> Write some or all of their name. Use a comfortable grip with good control when holding pens and pencils. Include mark making and early writing in their play Imitate adults writing by making continuous lines and shapes and symbols (early writing from left to right) Begin to make letter type shapes 	<ul style="list-style-type: none"> Show 'finger numbers' up to 5. Say one number for each item in order: 1,2,3,4,5. Fast recognition of up to 3 objects without having to count them individually ('subitising'). Link numerals and amounts: for example showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Make comparisons between objects relating to size, length, weight and capacity. 	<ul style="list-style-type: none"> Understand the key features of the life cycle of a plant and an animal. Show interest in different occupations. Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants. 	<ul style="list-style-type: none"> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects Explore colour and colour-mixing. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. Sing the pitch of a tone sung by another person ('pitch match'). Draw with increasing complexity and detail, such as representing a face with a circle and including details.

	Core Text	Key Learning Intent:	Enrichment experiences:	Links to Reception Themes
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<p>Weeks 1/2 My Healthy Body</p>	 	<ul style="list-style-type: none"> We will find out about and show an interest in different occupations through listening to visitors who have different occupations and discussing them. We will be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. We will continue to develop our movement, balancing, riding (scooters, trikes and bikes) and ball skills linking to how regular exercise and being active helps up to stay healthy. <p>Vocab: Teeth Brush Toothpaste Dentist</p>	<p>Children will have visits from different occupations, dentists, doctors, local sports people etc.</p> <p>Children will dress up for a day as what they would like to be when they grow up.</p>	<p>Children will know how to care for their teeth and who will help them to do so.</p>
<p>Week 3/4 My Healthy Mind</p>		<ul style="list-style-type: none"> We will talk about and respond to what they have heard, expressing their thoughts and feelings through small group conversations and circle time activities. We will play instruments with increasing control to express their feelings and ideas during our music and movement session. During this we will also sing the pitch of a tone sung by another person ('pitch match'). During circle time we will talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' by discussing the events in the story and linking these back to what makes us feel different emotions. <p>Vocab: Feelings Happy Sad Angry Worried</p>	<p>Children will take part in a music and movement session – linking our feelings to movement.</p>	<p>Children will be more confident with recognising and discussing their emotions and ways to help them to control their emotions when needed.</p>
<p>Week 5 Faith in Focus</p>		<ul style="list-style-type: none"> Using the tuff spot we will explore collections of materials with similar and/or different properties. We will develop our own ideas and then decide which materials to use to express these ideas when making our own Noah's Ark. We will develop our sense of responsibility and membership of a community by finding out more about our local area and what is important to members of the community. We will create closed shapes with continuous lines, and begin to use these shapes to represent objects by drawing pictures of animals. We will play with one or more other children, extending and elaborating play ideas through role play and small world activities. Sing the pitch of a tone sung by another person ('pitch match') – Noah's Ark song. <p>Vocab: Boat Wet Dry Materials</p>	<p>Children will visit a local church.</p> <p>Random acts of kindness – painting stones and putting them in the local area.</p>	<p>In Reception children will continue to build on their knowledge of materials and their properties.</p>

<p>Week 6/7 On the Farm</p>		<ul style="list-style-type: none"> • We will understand the key features of the life cycle of an animal. • We will begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Spot and suggest rhymes • We will draw with increasing complexity and detail, such as representing a face with a circle and including details by drawing pictures of farm yard animals. <p>Vocab: Farm Animal</p>	<p>Visit to local farm or Visitor with animals to school.</p>	<p>In Reception children will continue to learn about lifecycles of animals and they will learn how they change over time.</p>
<p>Week 8/9 Planting and Growing</p>		<ul style="list-style-type: none"> • We will understand the key features of the life cycle of a plant. • We will plant seeds and care for growing plants. • As part of Science week, we will explore collections of materials with similar and/or different properties. <p>Vocab: Plant Seed Growing</p>	<p>Science week</p> <p>Children will take plant seeds and observe how they change over time.</p>	<p>In Reception children will continue to learn about lifecycles of plants and how they grow and change over time.</p>
<p>Week 10 Easter</p>		<ul style="list-style-type: none"> • Explore colour and colour-mixing. • Sing the pitch of a tone sung by another person ('pitch match'). • We will explore collections of materials with similar and/or different properties, we will then use this knowledge to create our Easter bonnets. <p>Vocab: Easter celebration</p>	<p>Children will make Easter bonnets and take part in a Easter bonnet parade.</p>	<p>In Reception children will continue to explore materials and colour mixing, building on what they already know.</p>