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| **Spring 1 - Medium Term Plan - Nursery** | | | | | | |
| **Possible Theme** | | **Possible WOW Moments** | | | **Special Celebrations** | |
| **My World and beyond**  Winter, arctic, woodland, space | | Local walk to the shops and church | | | Chinese New Year (1Oth Feb)  Shrove Tuesday (13th Feb)  Valentine’s Day (14th Feb)  St Patrick’s Day (17th March) | |
| **Main Texts** | | | **Linked Texts** | | | |
| Say Hello to the Snowy Animals  We’re going on a Bear Hunt | | | One Snowy Night  The Gruffalo  Baby Goes to Market | | |  |
| **Vocabulary linked to topic** | | | | | | |
| Arctic, Polar, cold, freeze, ice, melt, camouflage, snow, forest, cave, field, meadow, bog, Blackley, local, weather, world, country, land, sea, beach, farm, hills, zoo, wild, road *l*isten, smell, hear, touch, | | | | | | |
| **Communication and Language** | Objectives we will be covering:  Can listen for short periods of time  Follows simple instructions  Begin to join in with nursery rhymes  Enjoy listening to stories  Begin to use talk in their play | | | Possible activities/ classroom enhancements:  Wellcomm Big Book of Ideas for those children who are identified as Section 7  and below  Learn a nursery rhyme/song a week  Tales Toolkit  Read stories including a range of tenses  Words we Love display  Daily Story Time  Use of question hand  Simon says / Use simple 1 step instruction | | |
| **Personal, Social and Emotional Development** | Objectives we will be covering:  Take turns in games and activities with support and shares toys with friends  Children to begin to know where to put things back when tidying up  To begin to be aware of some healthy and unhealthy foods  Uses the toilet and wipes themselves  Starts to eat independently, learning to use a knife and fork  To begin to put on their own coat, hat and scarf | | | Possible activities/ classroom enhancements:  Range of activities for children to enjoy where turn taking is needed both with children and adults.  Adult lead games/activities to promote/model turn taking and how to use resources. | | |
| **Physical Development** | Objectives we will be covering:   * Throw large and small balls and catch small balls and beanbags from a short distance * Kick a large ball * Move in different ways e.g. skip, hop * Start to eat independently, using a knife and fork with some support * Use scissors and large tweezers * Begin to use a tripod grip * Put on their own hat, coat and scarf | | | Possible activities/ classroom enhancements:  Squiggle while you wiggle/dough disco daily  Powder paint in puddles – large brushes to sweeps  Outdoor mops/paint rollers – roll water on floors/walls  Ball games outdoors  Parachute games in PE sessions | | |
| **Literacy** | Aspect 4: experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech Aspect 5: develop understanding of alliteration Recognises familiar words and signs such as own name, advertising logos and screen icons Handles books appropriately, holding them the correct way up Understand page sequencing Gives meaning to print Begins to retell a simple story Talks about events and principal characters in stories and suggests how the story might end Can say what happens in the beginning, middle and end of a story Draws letter shapes Write some of their first name. Use some of their print and letter knowledge in early writing such as a pretend shopping list | | | Possible activities/ classroom enhancements:  Nursery rhyme and story time  Tales Toolkit  Reading corner – adult led story times in the reading area  Making own instruments  Daily self-registration (name cards)  Opportunities for mark making indoors and outdoors with a variety of media including chalk, paint, pens, crayons, sand etc | | |
| **Maths:** | Objectives we will be covering:  Sort/ match objects and begin to talk about/find the odd one out and notice what is the same/ different.  Recognise and match some number patterns e.g dice, dot flash cards, dominoes  Know that numbers identify how many objects are in a set  Recognise that there is an order to counting  Use language of ‘same’ and ‘different’ when comparing 2 sets  Identify which set has more  Use some number names accurately in play  Recite numbers in order to 5, recognising numbers as separate words  Begin to realise that anything can be counted  Begin to count out up to 3 objects from a larger group  Use manipulatives to represent numbers up to 3 e.g. fingers, counters, beads  Recognise numerals to 3  Begin to represent numbers through marks, symbols and pictures  Use fingers to represent numbers up to 3  Begin to use the word ‘less’ when acting out and using props to sing number rhymes  Understand ‘how many are left’ from number rhymes experiences  Join in with number rhymes, using fingers/ objects to present quantity  Begin to separate a group of up to 3 objects in different ways, recognising that the total is still the same  Explore patterns using actions e.g. clapping  Compare objects using appropriate vocabulary according to:   * Capacity – full/ empty * Size – bigger/ biggest/ smaller/ smallest * Height – lower/ taller higher * Weight - Heaviest   Begin to anticipate specific time-based events e.g. snack time, home time  Begin to use language of before and after  To follow instructions and place object underneath another object  To use language of ‘in’ and ‘on’  Show awareness of similarities of shapes in the environment  Begin to use shapes appropriately e.g. use shape cutters in playdough  Begin to talk about shapes using words such as flat, side, straight | | | Possible activities/ classroom enhancements:  Loose parts/counting resources available throughout the nursery – indoors and outdoors  Sorting winter objects  Puppets and props for number rhymes available throughout the day – children to make their own also  Exploring colours/textures/smells/tastes of various habitats and organsing/sorting based on these | | |
| **Understanding of the World** | Objectives we will be covering:  Shares likes and dislikes  Knows that there are special places of worship  Take photos on a camera/ i-pad  Can say whether something is floating or sinking  Can talk about how to care for animals  Can identify what you need to wear in each season and why  Understands that weather changes and that in different countries you have different weather  Explores different states of matter e.g. ice, melting chocolate  Know that we live in Blackley, Manchester  Know what a map is used for  Talk about what daily life is like in this country | | | Possible activities/ classroom enhancements:  Sensory based activities including exploring ice – how does it feel/look/smell like, what happens when you touch, hold it? What does it turn into?  Sorting and trying on different clothes needed for different seasons – dressing teddies and dolls appropriately.  Winter walks – describing what they see, hear, smell  Investigating materials – which are warm/waterproof/strong etc  Visit to church to explore the features of the church and meet with father.  Walk to local shops opposite school – what can you see? What would you buy here? | | |
| **Expressive Arts and Design** | Objectives we will be covering:  Use pre-made paints and are able to name colours  Use thick paint brushes as well as hands, feet and fingers to paint  Draw faces with features  Able to draw things we observe  Children begin to use additional textures  Use glue sticks and glue spatulas with support  Develop their own ideas and decide which materials to use  Responds to music  Explores the sounds instruments make | | | Possible activities/ classroom enhancements:  Winter collages  Learning new celebration themed songs  Chinese New Year/Valentine/St Patrick crafts  Mixing colours of powder paint in ice and water  Using various materials to create a variety of animal habitats. | | |