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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 | Melting ice cubesLocal walk to the shops and church | Chinese New Year (1st Feb)Valentine’s Day (14th Feb)St Patrick’s Day (17th March) |
| **Main Texts** | **Linked Texts** |
| Say Hello to the Snowy AnimalsWe’re going on a Near Hunt | One Snowy NightThe GruffaloBaby Goes to Market |  |
| **Communication and Language** | Objectives we will be covering:Can listen for short periods of timeFollows simple instructionsBegin to join in with nursery rhymesEnjoy listening to storiesBegin 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 belowLearn a nursery rhyme/song a weekTales ToolkitRead stories including a range of tensesWords we Love displayDaily Story Time Use of question handSimon 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 friendsChildren to begin to know where to put things back when tidying upTo begin to be aware of some healthy and unhealthy foodsUses the toilet and wipes themselvesStarts to eat independently, learning to use a knife and forkTo 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 dailyPowder paint in puddles – large brushes to sweepsOutdoor mops/paint rollers – roll water on floors/wallsBall games outdoorsParachute 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 timeTales ToolkitReading corner – adult led story times in the reading areaMaking own instrumentsDaily 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, dominoesKnow that numbers identify how many objects are in a setRecognise that there is an order to countingUse language of ‘same’ and ‘different’ when comparing 2 setsIdentify which set has moreUse some number names accurately in playRecite numbers in order to 5, recognising numbers as separate wordsBegin to realise that anything can be countedBegin to count out up to 3 objects from a larger groupUse manipulatives to represent numbers up to 3 e.g. fingers, counters, beadsRecognise numerals to 3 Begin to represent numbers through marks, symbols and picturesUse fingers to represent numbers up to 3Begin to use the word ‘less’ when acting out and using props to sing number rhymesUnderstand ‘how many are left’ from number rhymes experiencesJoin in with number rhymes, using fingers/ objects to present quantityBegin to separate a group of up to 3 objects in different ways, recognising that the total is still the sameExplore patterns using actions e.g. clappingCompare 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 timeBegin to use language of before and afterTo follow instructions and place object underneath another objectTo use language of ‘in’ and ‘on’Show awareness of similarities of shapes in the environmentBegin to use shapes appropriately e.g. use shape cutters in playdoughBegin 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 outdoorsSorting winter objects Puppets and props for number rhymes available throughout the day – children to make their own alsoExploring 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 dislikesKnows that there are special places of worshipTake photos on a camera/ i-padCan say whether something is floating or sinkingCan talk about how to care for animalsCan identify what you need to wear in each season and whyUnderstands that weather changes and that in different countries you have different weatherExplores different states of matter e.g. ice, melting chocolateKnow that we live in Blackley, ManchesterKnow what a map is used forTalk 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, smellInvestigating materials – which are warm/waterproof/strong etcMelting Ice using different materialsVisit 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 coloursUse thick paint brushes as well as hands, feet and fingers to paintDraw faces with featuresAble to draw things we observeChildren begin to use additional texturesUse glue sticks and glue spatulas with support Develop their own ideas and decide which materials to useResponds to musicExplores the sounds instruments make | Possible activities/ classroom enhancements:Winter collagesLearning new celebration themed songsChinese New Year/Valentine/St Patrick craftsMixing colours of powder paint in ice and waterUsing various materials to create a variety of animal habitats. |