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| **Spring 2 - Medium Term Plan - Nursery** |
| **Possible Theme** | **Possible WOW Moments** | **Special Celebrations** |
| **Colours**Plants, colour effects in water, food etc. lights, colour mixing, Elmer the Elephant, hair and eye colour, season changes | Make pancakes in the play dough areaMake large rainbows outside using a range of materials | Easter (31st March) |
| **Main Texts** | **Linked Texts** |
| Main texts:Brown Bear, Brown BearElmerThe Enormous Turnip | Linked texts:Hair LoveThe Giant Jam Sandwich  |  |
| **Vocabulary linked to topic** |
| , ■ mix ■ colour mixing ■ extend colour range, e.g. grey, purple, pink … ■ light ■ dark ■ pattern ■ line ■ circle ■ naming tools and equipment, e.g. pencil, felt pen, sellotape, paintbrush ■ card ■ collage ■ fix ■ hard ■ soft ■I like it/the… ■I don’t like it/the… ■My favourite… ■I need… ■I have found… ■grow ■change, ■ some vegetable names ■ pattern ■ spots / spotty ■ strips / stripey  |
| **Communication and Language** | Objectives we will be covering:Focusing our attention for longer periods of timeDeveloping our repertoire of nursery rhymes.Retell a story in our own wordsDevelop our use of tenses in our speech. | 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 week – sent home with homework tooTales ToolkitRead stories including a range of tensesWords we Love displayDaily Story Time Use of question hand |
| **Personal, Social and Emotional Development** | Objectives we will be covering:To increasingly follow rules independentlyBeginning to resolve conflicts, asking an adult for support if neededCan put on their own coat, hat and scarfTake turns in games and activities with support and shares toys with friendsChildren to know where to put things back when tidying upTo begin to be aware of some healthy and unhealthy foodsIndependently accesses the outdoor area for exercise and knows why we need to exercise | 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.Games/timers/ encouragement during tidy up time e.g. can you find the secret object/beat the timer?Daily practice with putting on coats and hats independently/with lessening support.Discussions at snack time and lunch time about which foods we eat are healthy and which are not. |
| **Physical Development** | Objectives we will be covering:* Throw large and small balls and catch small balls and beanbags from a short distance
* Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
* Use scissors and large tweezers
* Begin to use a tripod grip
* Put on their own hat, coat and scarf
* Use large muscle movements to wave flags and streamers, paint and make marks
 | Possible activities/ classroom enhancements:Squiggle while you wiggle/dough disco dailyBike and scooter play outdoors Ball games outdoors and during PE sessionsParachute games in PE sessionsDaily cutting activities at the “Clever finger cutting table”Variety of activities at the “Funky fingers table” to develop grip and use of tweezers. |
| **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 Gives meaning to print Can say what happens at the beginning, middle and end of a story. 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 areaDaily self-registration (name cards)Daily name writing – overwriting each letter individually and forming correctly before moving onto next letter.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 foods/vegetables from the stories we read and organising/sorting based on theseWeighing classroom objects and seasonal vegetables.Recognising colour patterns and making our own patterns. |
| **Understanding of the World** | Objectives we will be covering:Plant seeds and care for growing plantsPlay simple games on the I-pad/whiteboard – dragging and droppingTake photos on a camera/I-PadExplore materials and identify similar and different propertiesShares likes and dislikesKnows that there are special places of worshipKnow that there are differences between what people believeCan talk about how to care for animalsCan identify what you need to wear in each season and why | Possible activities/ classroom enhancements:Planting cress seeds/beans and observing how they grow.Taking photos of their growing seeds to document their growth.Sorting and trying on different clothes needed for different seasons – dressing teddies and dolls appropriately.Spring walks – describing what they see, hear, smellInvestigating materials – which are warm/waterproof/strong etcVisit to church to explore the features of the church and meet with father. |
| **Expressive Arts and Design** | Objectives we will be covering:Mix primary colours togetherAble to draw things they observeUse playdough/ clay to build simple modelsKnows some songs and nursery rhymes and sings along to themUses own experiences to develop storylines | Possible activities/ classroom enhancements:Magic hands colour mixing – painting one hand blue, one hand yellow (for example, rubbing them together and seeing which colour is made.Learning new celebration themed songsEaster craftsMixing colours of powder paint in waterUsing various materials to create a colour collageWeekly nursery rhymesDrawings of their planted seeds to document growth e.g. bean diary. |