

**Spring 2 - Medium Term Plan - Nursery**

Possible Theme	Possible WOW Moments	Special Celebrations
<b>Colours</b> Plants, colour effects in water, food etc. lights, colour mixing, Elmer the Elephant, hair and eye colour, season changes	Weird Science visitor/Year 6 science ambassadors	Shrove Tuesday (1 <sup>st</sup> March) Easter (17 <sup>th</sup> April)
Main Texts	Linked Texts	
Main texts: Brown Bear, Brown Bear Elmer The Enormous Turnip	Linked texts: Hair Love The 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

<b>Communication and Language</b>	Objectives we will be covering:  Focusing our attention for longer periods of time Developing our repertoire of nursery rhymes. Retell a story in our own words Develop 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 below Learn a nursery rhyme/song a week - sent home with homework too Tales Toolkit Read stories including a range of tenses Words we Love display Daily Story Time Use of question hand
<b>Personal, Social and Emotional Development</b>	Objectives we will be covering:  To increasingly follow rules independently Beginning to resolve conflicts, asking an adult for support if needed Can put on their own coat, hat and scarf Take turns in games and activities with support and shares toys with friends Children to know where to put things back when tidying up To begin to be aware of some healthy and unhealthy foods Independently 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.

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<b>Physical Development</b>	<p>Objectives we will be covering:</p> <ul style="list-style-type: none"> <li>• Throw large and small balls and catch small balls and beanbags from a short distance</li> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Use scissors and large tweezers</li> <li>• Begin to use a tripod grip</li> <li>• Put on their own hat, coat and scarf</li> <li>• Use large muscle movements to wave flags and streamers, paint and make marks</li> </ul>	<p>Possible activities/ classroom enhancements:</p> <p>Squiggle while you wiggle/dough disco daily</p> <p>Bike and scooter play outdoors</p> <p>Ball games outdoors and during PE sessions</p> <p>Parachute games in PE sessions</p> <p>Daily cutting activities at the "Clever finger cutting table"</p> <p>Variety of activities at the "Funky fingers table" to develop grip and use of tweezers.</p>
<b>Literacy</b>	<p>Aspect 4: experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p> <p>Aspect 5: develop understanding of alliteration</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Gives meaning to print</p> <p>Can say what happens at the beginning, middle and end of a story.</p> <p>Write some of their first name.</p> <p>Use some of their print and letter knowledge in early writing such as a pretend shopping list.</p>	<p>Possible activities/ classroom enhancements:</p> <p>Nursery rhyme and story time</p> <p>Tales Toolkit</p> <p>Reading corner - adult led story times in the reading area</p> <p>Daily self-registration (name cards)</p> <p>Daily name writing - overwriting each letter individually and forming correctly before moving onto next letter.</p> <p>Opportunities for mark making indoors and outdoors with a variety of media including chalk, paint, pens, crayons, sand etc</p>
<b>Maths:</b>	<p>Objectives we will be covering:</p> <p>Sort/ match objects and begin to talk about/find the odd one out and notice what is the same/ different.</p> <p>Recognise and match some number patterns e.g dice, dot flash cards, dominoes</p> <p>Know that numbers identify how many objects are in a set</p> <p>Recognise that there is an order to counting</p> <p>Use language of 'same' and 'different' when comparing 2 sets</p> <p>Identify which set has more</p> <p>Use some number names accurately in play</p> <p>Recite numbers in order to 5, recognising numbers as separate words</p> <p>Begin to realise that anything can be counted</p> <p>Begin to count out up to 3 objects from a larger group</p> <p>Use manipulatives to represent numbers up to 3 e.g. fingers, counters, beads</p> <p>Recognise numerals to 3</p> <p>Begin to represent numbers through marks, symbols and pictures</p>	<p>Possible activities/ classroom enhancements:</p> <p>Loose parts/counting resources available throughout the nursery - indoors and outdoors</p> <p>Sorting winter objects</p> <p>Puppets and props for number rhymes available throughout the day - children to make their own also</p> <p>Exploring colours/textures/smells/tastes of various foods/vegetables from the stories we read and organising/sorting based on these</p> <p>Weighing classroom objects and seasonal vegetables.</p> <p>Recognising colour patterns and making our own patterns.</p>

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	<p>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:</p> <ul style="list-style-type: none"> <li>• Capacity - full/ empty</li> <li>• Size - bigger/ biggest/ smaller/ smallest</li> <li>• Height - lower/ taller higher</li> <li>• Weight - Heaviest</li> </ul> <p>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</p>	
<p><b>Understanding of the World</b></p>	<p>Objectives we will be covering:          Plant seeds and care for growing plants          Play simple games on the I-pad/whiteboard - dragging and dropping          Take photos on a camera/I-Pad          Explore materials and identify similar and different properties          Shares likes and dislikes          Knows that there are special places of worship          Know that there are differences between what people believe          Can talk about how to care for animals          Can identify what you need to wear in each season and why</p>	<p>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, smell          Investigating materials - which are warm/waterproof/strong etc          Visit to church to explore the features of the church and meet with father.</p>
<p><b>Expressive Arts and Design</b></p>	<p>Objectives we will be covering:          Mix primary colours together          Able to draw things they observe          Use playdough/ clay to build simple models          Knows some songs and nursery rhymes and sings along to them          Uses own experiences to develop storylines</p>	<p>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 songs          Easter crafts          Mixing colours of powder paint in water</p>

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		Using various materials to create a colour collage Weekly nursery rhymes Drawings of their planted seeds to document growth e.g. bean diary.
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