



St Michael's Nursery and Infant School

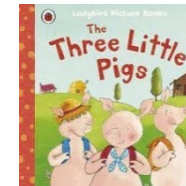
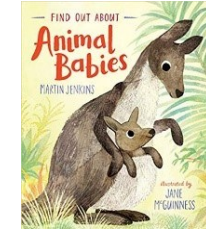
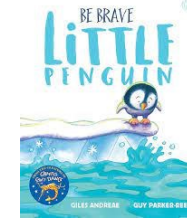
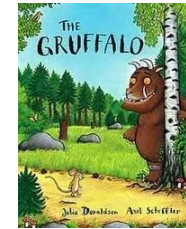
Nursery – Medium Term Planning – Spring 1 2025

Possible Themes/Interests/ Lines of Enquiry:

(These themes/ideas may change depending on the children's interests)

- Journeys
- Chinese New Year
- Animals
- Winter
- Weather
- Brilliant Builders

Focused Texts



Focus Learning Teddy:

-

Enrichment Experiences:

- Visit to the Library,
- Week long Chinese New Year Celebrations
- Valentines Day
- Artists – Bear project

We use Development Matters to help us create our EYFS curriculum. Every child develops in their own unique way. The milestones below are suggested general focuses for the half term however we will use our professional judgement to support individual needs within their learning journey, adjusting our practice appropriately.

Communication and Language	
Focus	Possible Activities
<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words.</p>	<ul style="list-style-type: none"> - Offer children lots of interesting things to investigate, like different living things and different mechanical toys. This will encourage them to ask questions. - Complete weekly language development groups - Snack and Chat sessions for identified children - Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Henna is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?" - Prioritise a language rich environment by having adults in provision playing alongside and with children
Personal, Social and Emotional Development	
Focus	Possible Activities
<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink.</p>	<ul style="list-style-type: none"> - Take children out on a visit to the local library and engage in conversation with staff. - Encourage children to seek relevant staff member to ask for help. - Look for opportunities for children to interact with different staff. E.g. when passing the office speak to Miss Stagg - Develop provision to take into account of popular interests - Model playing within a larger group supporting children in making decisions, prompting and suggestions actions for next part of a play sequence. - Continue to support individual children on toileting - Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet. Explicitly model handwashing routines. - Talk to children about the importance of eating healthily

Physical Development	
Focus	Possible Activities
<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<ul style="list-style-type: none"> - Lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside. - Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow. - Have a range of tools in a variety of sizes available. Explicitly, verbalise thinking process when playing alongside children. E.g. 'there's only a little space to fill. I'm going to use the spoon to do this, the scoop will have too much water and it will spill over.'
Literacy	
Focus	Possible Activities
<p>Understand that print can have different purposes.</p> <p>Develop phonological awareness by counting and clapping syllables in words</p>	<ul style="list-style-type: none"> - Have a range of texts in the home corner (magazines, cookbooks, newspapers, leaflets) - Draw children's attention to a wide range of examples of print with different functions particularly with pictures in books and when walking to the library. - Clap syllables in children's names and a variety of words. Challenge children to find a word with more syllables.
Mathematics	
Focus	Possible Activities
<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Describe a familiar route.</p>	<ul style="list-style-type: none"> - Daily counting songs - Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns.

Discuss routes and locations, using words like 'in front of' and 'behind'.	<ul style="list-style-type: none"> - Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with. When appropriate, encourage children to continue patterns and spot mistakes - Engage children in following and inventing movement and music patterns, such as clap, clap, stamp. - Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between' - Recall the route to the library and the order of things seen on the way. - Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other using We're going on a Bear Hunt as a stimulus
--	--

Understanding the World

Focus	Possible Activities
<p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	<ul style="list-style-type: none"> - Using winter and ice as a stimulus through the book 'Be Brave Little Penguin' investigate ice melting. - Explore objects that sink and float - Explore the wind outside with a variety of ribbons

Creative Development

Focus	Possible Activities
<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<ul style="list-style-type: none"> - Provide lots of flexible and open-ended resources for children's imaginative play - Provide visual stimulus of different 'small worlds' environments and landscapes - Listen and understand what children want to create before offering suggestions. - Provide opportunities to learn from artist through the 'Bear' project - Offer a range of resources in provision