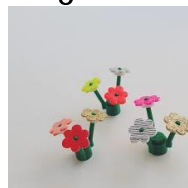
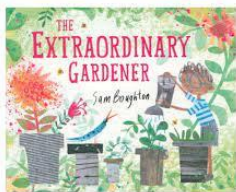
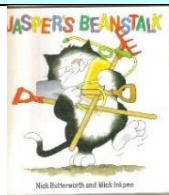



# Spring 2 Nursery Medium Term Plan

## Cycle 2



## Mary, Mary, How does your Garden Grow?

Parental Engagement	Key Text	Traditional Tales and Rhymes	Trips and Experiences	Festivals and Special Times
<p>Easter Parade and Celebrations</p> <p>Parent/Carer termly phone call</p> 	 <p>Jasper's Beanstalk</p> <p>We will also be reading lots of other stories, songs and rhymes daily.</p>	<p>The Enormous Turnip</p>  <p>Bible Story- Jesus is Alive- The Easter Story</p> 	<p>Anthony James model making</p> <p>Zoolab visit</p> <p>Real caterpillars in class!</p> 	<p>Easter</p> <p>Mother's Day</p> <p>World Book Day</p> <p>Science Week</p> 

### Our British Value- Democracy

We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.

### Characteristics of effective Learning:









**Playing and Exploring** - During this topic the children will be encouraged to play and explore using knowledge they already have and supported to develop a 'have a go' attitude at school.

**Active learning** - The children will be provided with daily activities that allow them to be active and involved in their learning. The activities will help develop concentration and attention.

**Creating and thinking Critically** - Our continuous provision will strongly encourage the children to explore their own ideas and to tackle a task how they feel best suit.

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We have an animal for each learning behaviour. These are:

Creative Chameleon 	Persevering parrot 	Go for it Gorillas 	Proud Peacock 
Slinky Linky Snake 	Reflecting Rhino 	Exploring Elephants 	Choosing Chimps 

Analysing Alligator



Personal, Social and Emotional Development



Self-Regulation

Managing Self

Building Relationships

## Prime Areas of learning

Personally, Socially and Emotionally we will be...

- Talk about the similarities and differences amongst their peers
- Talk about the things they and their friends are good at
- Spot similarities and differences in nature
- Understand that having differences between us is a good thing
- Notice and talk about differences in nature
- Recognise the differences within and amongst families
- Explore and use different materials
- Show kindness by including their friends
- Talk about how to help those who are in need

We will achieve this by...

SCARF Theme: Valuing Difference

Share the book Elmer.

Learn the song 'I'm special, you're special'

Exploring colour mixing

Talk about and recognise similarities (this can sometimes help us be friends) and differences (this is what makes us special and makes our friendships fun).

What is special about your family?

What is special about the children in Nursery/in our class?





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E-Safety Focus: I know some people can be unkind online

Learning at home-Family portraits.

How did Elmer feel when he was grey and standing with the elephants? Was he having fun? What did he do?

Point out that the elephants say "What would we do without you?" and explain that this means that he is special to them *because of his differences*.

Children to draw a picture of their family (use photographs, if appropriate). Do your families look the same? Is everyone the same? How are you different from the people at home (e.g. your Dad/Auntie/Step-Mum?) What is special about those people in your home?

How does Elmer feel when they have the party?

How do the other elephants feel when they give the party to Elmer?




When we are kind to each other, how does that make us feel?

Explain to the children that they will be working as a team by being kind and sharing.

Using a puppet or soft toy (perhaps the class mascot), explain that the toy has been left out by the other toys because they are too noisy/bright/small/big (whatever suits the appearance of the toy). The toy can then share its feelings with the class (via the adult) or the children could suggest how it might feel - or both. Ask:


- What could we do to help?
- What could the other toys do?

# Spring 2 Nursery Medium Term Plan



		<ul style="list-style-type: none"> <li>Is it kind to leave others out because they are different?</li> </ul>
<p>Communication and Language</p>  <p>Listening, attention and understanding</p> <p>Speaking</p>	<p>As Communicators we will...</p> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Understand 'Why' questions</li> <li>Use longer sentences of four to six words.</li> <li>Use multisyllabic words</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul> <p>Learning at home- Sharing rhymes and story sacks at home</p> 	<p>We will achieve this by...</p> <p>Sharing lots of stories in the library, book corner and daily reading</p> <p>WellComm activities/interventions</p> <p>Introducing and using interesting words to describe our snack and other materials such as the weather and things we notice in the environment such as different bugs.</p> <p>'I wonder' questions about everyday experiences such as the weather, science investigations and</p> <p>Responding to stories</p> <p>Asking questions about growing and gardens</p> <p>Learning minibeasts/flower and plant names</p> <p>Daily welcome to nursery, talking about the weather, season and children's experiences</p> <p>Introduce new vocabulary - add words to our story board from the key books</p> <p>Daily singing nursery rhymes and topic songs</p>
<p>Physical Development</p>  <p>Gross motor skills</p> <p>Fine motor skills</p>	<p>Physically, we will...</p> <ul style="list-style-type: none"> <li>Continue to develop their movement and ball skills</li> <li>Use large movements</li> <li>Start taking part in some group activities.</li> <li>Be increasingly independent with coats and zips</li> <li>Show a preference for a dominant hand</li> <li>Use one-handed tools</li> <li>Use a comfortable grip with good control</li> </ul>	<p>Daily activities and routines such as:</p> <p>Putting our coats on and zipping them up</p> <p>Getting ready for our Seasonal walks and dressing for the different seasons and weather</p> <p>Daily healthy snack including fruit, water and milk</p> <p>Daily washing hands and learning to be independent such as going to the toilet and taking care of ourselves</p> <p>Lots of <b>fine motor activities</b> to build the strength in our hands and fingers:</p> <p>Use tweezers to pick up/ move large objects i.e. pompoms</p> <p>Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough</p> <p>Using glue spreaders</p>






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	<p>Learning at home- caterpillar's healthy day</p>	<p>Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects Practise activities to promote crossing the mid-line of the body i.e. passing a ball from left to right Promote activities to strengthen bilateral coordination i.e. lacing cards Cut a straight line with some accuracy</p> <p>Lots of <b>large (gross) movement</b> activities: Use crates and planks of wood to build obstacle courses Use of climbing frame Practise throwing and catching large ball with one bounce between the catch Practise riding the bikes and scooters Galloping races Balancing on one leg during Simon Says game</p>
Specific Areas of learning		
<p>Literacy</p>  <p>Reading</p> <p>Writing</p> <p>Comprehension</p>	<p>As Readers, Writers and Mark makers we will be...</p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories</li> <li>Name the different parts of a book</li> <li>Print can have different purposes</li> <li>Print has meaning</li> <li>Page sequencing</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>spot and suggest rhymes</li> <li>begin to recognise words with the same initial sound, such as money and mother</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>Write some or all of their name.</li> </ul> <p>In phase 1 phonics, we will be learning to:</p> <ul style="list-style-type: none"> <li>Develop listening skills and awareness of sounds in the environment</li> <li>Talk about sounds in greater detail</li> <li>Develop awareness of sounds made with instruments</li> <li>Listen to and appreciate the difference between sounds made with instruments</li> </ul>	<p>We will achieve this by...</p> <p>Exploring the logo wall- talking about words and logos all around us Word walks-looking for signs and words around our environment Lots of opportunities to make marks such as lists, name writing, drawing, write dance, patterns in nature, labels- model writing for lots of different purposes Writing letters in our names Weekly pattern drawing from letter join Name card wall- talking about our names and the phonemes they begin with Clapping our names and other words Lots of stories linked to the topics Daily reading for pleasure/our favourite books display Story boards and maps to retell our class story Small world play to act out stories Role play area to act out and tell stories</p>

# Spring 2 Nursery Medium Term Plan

	<ul style="list-style-type: none"> <li>• Use a wide vocabulary to talk about instrument sounds</li> <li>• Develop awareness of sounds and rhythms</li> <li>• Distinguish between sounds and remember patterns of sound</li> <li>• Talk about sounds we make with our bodies and what the sounds mean</li> <li>• Experience and appreciate rhythm and rhyme</li> <li>• Develop awareness of rhythm and rhyme in speech</li> <li>• Increase awareness of words that rhyme and develop knowledge about rhyme • Talk about words that rhyme and produce rhyming words</li> <li>• Develop understanding of alliteration</li> <li>• Listen to sounds at the beginning of words and hear the differences between them</li> <li>• Explore how different sounds are articulated</li> <li>• Distinguish between the differences in vocal sounds</li> <li>• Explore speech sounds</li> <li>• Talk about the different sounds that we can make with our voices</li> <li>• Develop oral blending and segmenting of sounds in words</li> <li>• Listen to sounds within words and remember them in the order in which they occur</li> <li>• Talk about the different sounds that make up words</li> </ul> <p>Learning at home - name writing</p> 	<p>Joins in with familiar rhymes and stories Singing Nursery Rhymes</p> <p>Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books</p> <p>Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories Knows that print carries meaning and is read, in English, from left to right</p> <p>Traditional Tales topic/ Story times</p> <p><b>Pencil control:</b> Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines</p> <p>We will be following the <b>Twinkl phase 1 phonics:</b> Garden Centre</p> <p>Minibeasts</p> <p>The Enormous Turnip</p>
<p>Maths</p>  <p>Number</p> <p>Numerical patterns</p>	<p>As Mathematicians we will be...</p> <ul style="list-style-type: none"> <li>• Reciting numbers past 5</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with own symbols</li> <li>• Talks about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Extend and create ABAB patterns - stick, leaf, stick, leaf.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity</li> <li>• Talks about patterns</li> </ul>	<p>We will achieve this by...</p> <p>Learning about the numbers to 5 through number blocks- counting, comparing amounts and recording in our ways</p> <p>Exploring patterns in nature such patterns on a butterfly and ladybirds etc</p> <p>Daily counting for different purposes such as how much milk we need? Or sharing the fruit</p> <p>Using shapes to make minibeasts</p> <p>Using natural materials to create repeating patterns</p> <p>Minibeast symmetry</p> <p>Making patterns</p> <p>Learning about different bugs and comparing sizes and shape etc</p>

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	Learning at home- counting rhymes	
<p>Understanding the World</p>  <p>Past and present</p> <p>People, culture and communities</p> <p>The natural world</p>	<p>Learning about People &amp; the World, we will be...</p>  <ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> <li>• Ask and answer 'what', 'where' and 'who' questions about events immediately happening in their environment or events in the 'near' past</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of a life cycle.</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul> <p>Food- making fruit caterpillars/exploring food in the story Making turnip soup</p> <p>Kapow Computing- We will be learning to: Exploring hardware Real world tinker tray Pictures of play Picture walk Class photo album</p> <p>In RE we will be learning about Salvation and why do Christians put a cross in the Easter garden?</p>  <p>Learning at home- Easter Gardens and celebrations</p>	<p>We will achieve this by...</p> <p>Using our senses to explore what's inside the curiosity cube eg different bugs and interests of the children local walks Using our senses to explore the season of Spring Small world areas to tell stories and let our imagination run wild Collecting natural materials and using our senses to talk about them Daily discussions about the seasons and weather Welly walks and talking about the changes in weather and the seasons Lots of books, poems and rhymes about different families - PSED links Role play areas linked to the topic Celebrations-Easter, World Book day and Science week! Learning about the life cycle of a caterpillar Taking care of caterpillars and learning about how they change Growing plants Weekly assemblies with Mrs Berry Godly play sessions Bugs songs and rhymes Daily prayers/reflection and thank you thoughts led by the children Talk about what they see using a wide range of vocabulary such as describing the settings in the story</p>
<p>Expressive Arts and Design</p>	<p>Imaginatively and as Artists, Musicians and Designers we will be ...</p> <ul style="list-style-type: none"> <li>• Develop their own ideas and decide which materials to use.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<p>We will achieve this by...</p> <p>Using different equipment to create models and art work Learning topic songs Painting flowers, plants and wildlife</p>

# Spring 2 Nursery Medium Term Plan



Creating with  
materials

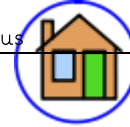
Being imaginative  
and expressive

- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Sing the pitch of a tone sung by another person ('pitch match')
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Able to use and remember sequences and patterns of movements which are related to music and rhythm

Kapow Music- Music and movement:

Action Songs  
Finding the Beat  
Exploring Tempo  
Exploring Tempo and Pitch  
Music and Movement

Nature Sounds **Learning at home-** Model art gallery/recycling focus



Exploring different colours and patterns

Our focus artist is Anthony James- a local artist  
Making animal models using junk