

# Spring Term Nursery Class Medium Term Plan Themes: Stories and Rhymes Prime Areas



Area of learning

Objectives/skills

Revisit/ongoing throughout the year

Communication

Listening

Enjoy listening to longer stories and can remember much of what happens.

<u>Attentio</u>

The children can shift from one task to another if you fully obtain their attention, for example, by using their name.

Respon

Sing a large repertoire of songs.

**Understanding** 

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Speaking

Use a wide range of vocabulary

Personal, Social and Emotional Development

Children develop their sense of responsibility and membership of a community.

The children can talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried.'

Show more confidence in new social situations.

Understand why rules are important.

The children do not always need an adult to remind them of the rules.



Physical Developmen

The children match their developing physical skills to tasks and activities in the setting e.g. crawling/walking. Start to develop a preference for a dominant hand.

Continue to develop their movement, balancing, riding and ball skills.

Collaborate with others to manage large items such as moving a long plank safely.

Use a comfortable grip with good control when holding pens and pencils.

Use a wide range of vocabulary.

Use longer sentences of 4-6 words.

Sing a large repertoire of songs.

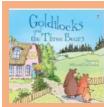
Develop their communication but may struggle with tenses.

Become increasingly independent in meeting their own care needs e.g., using the toilet, washing hands

Start to eat independently and learning how to use a knife and fork. Go up steps and stairs or climb up apparatus with alternate feet

# **Specific Areas**

#### **English Key Texts**

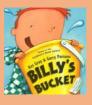




















Daily songs, nursery rhymes and school/class songs.

#### **Writing Spring 1**

Understand that print has meaning. Name the different parts of a book. Learn new vocabulary.

### **Writing Spring 2**

Write some letters accurately. Understand page sequencing.

Engage in extended conversations about books.

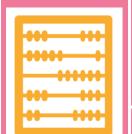
Learning new vocabulary.

#### **Phonics**

#### Phase 1

Aspects 4 & 6 rhythm and rhyme speech sounds

#### **Mathematics**

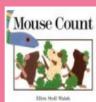


<u>Texts</u>























#### Spring 1

More than – comparing amounts 1:1 correspondence to 5 Finger numbers to 5 Subitising to 4 Counting up to ten

#### Spring 2

Patterns in the environment Recognising 2D shapes Comparing size with bigger & smaller

#### <u>Songs</u>

5 Currant Buns, 1 2 3 4 5 Once I Caught a Fish Alive, 5 Little Spacemen, 5 Little Monkeys Jumping on the Bed, 10 Fat Sausages, 5 Little Ducks **Key vocabulary:** more, pattern, 2D shape, triangle, square, rectangle, oblong, square, side, corner, small, smaller, smallest, big, bigger, biggest

# Understanding the



#### Science

## Why is it cold in winter?

Use all their senses in hands-on exploration of natural materials.

Talk about the differences between materials and changes they notice.

Explore collections of materials with similar and/or different properties.

**Key knowledge:** children know that it is cold in the winter time.

**Key vocabulary:** winter, cold, weather **Make and bake a Gingerbread Man** 

Talk about the differences between materials and changes they notice.

**Key knowledge:** children know that they need to mix the ingredients and bake the biscuits in the oven.

Key vocabulary: bake, oven, ingredients, mixture

Science

## How can we free Incy Wincy Spider?

The spider is trapped in ice- how can we free him?

Investigate the spider going down a drain.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

**Key knowledge**: children know that ice melts into water.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore how things work.

Talk about what they see using a wide vocabulary.

Continue to develop positive attitudes about the differences between people.

Key vocabulary: ice, water, change  Why do some people celebrate Easter?  Key knowledge: children know that people celebrate Easter to remember the time that Jesus died.  Key vocabulary: Easter, Jesus, God	
Develop their own ideas and then decide which materials to use to express them. Respond to what that they have heard expressing thoughts and feelings. Develop complex stories using small-world equipment. Draw with increasing complexity and detail. Sing the pitch of a tone sung by another person.  D&T  Make a Gingerbread Man  Create a castle- junk modelling -Join different materials and explore different texturesDevelop their own ideas and then decide which materials to use to express them.  Key knowledge: children know that they need to mix the ingredients and bake the biscuits in the oven. They know what tools to use to cut and join materials.  Key vocabulary: bake, oven, ingredients, mixture, join, cut  Art & Design  Make a Collage Inspire by the Work of Henri Matisse  Explore different tools and materials to create prints and patterns Find out about Henri Matisse and copy his use of collage  Key Knowledge: children know how to cut and stick coloured shapes onto paper  Key Vocabulary: copy, cut, stick, collage, material, shapes	Sing the melodic shape of familiar songs. Play instruments with increasing control to express their feelings and ideas.