

## Spring Term Nursery Class Medium Term Plan

### Themes: Stories and Rhymes

### Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
<p>Communication and Language</p> 	<p><b>Listening</b> Enjoy listening to longer stories and can remember much of what happens.</p> <p><b>Attention</b> The children can shift from one task to another if you fully obtain their attention, for example, by using their name.</p> <p><b>Respond</b> Sing a large repertoire of songs.</p> <p><b>Understanding</b> 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?"</p> <p><b>Speaking</b> Use a wide range of vocabulary</p>	<p>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.</p>
<p>Personal, Social and Emotional Development</p> 	<p>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.</p>	
<p>Physical Development</p> 	<p>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.</p>	<p>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</p>

# Specific Areas

English Key Texts		Daily songs, nursery rhymes and school/class songs.
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	<p><b>Writing Spring 1</b> Understand that print has meaning. Name the different parts of a book. Learn new vocabulary.</p> <p><b>Writing Spring 2</b> Write some letters accurately. Understand page sequencing. Engage in extended conversations about books. Learning new vocabulary.</p>	
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Phonics	<p><b>Phase 1</b> Aspects 4 &amp; 6 rhythm and rhyme speech sounds</p>	
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<p>Mathematics</p> 	<p>Texts</p> 	
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<p><b>Spring 1</b> More than – comparing amounts 1:1 correspondence to 5 Finger numbers to 5 Subitising to 4 Counting up to ten</p>	<p><b>Spring 2</b> Patterns in the environment Recognising 2D shapes Comparing size with bigger &amp; smaller</p>
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<p><b>Songs</b> 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 <b>Key vocabulary:</b> more, pattern, 2D shape, triangle, square, rectangle, oblong, square, side, corner, small, smaller, smallest, big, bigger, biggest</p>
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<p><b>Understanding the World</b></p>  <p><b>Science</b> <b>Why is it cold in winter?</b> 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. <b>Key knowledge:</b> children know that it is cold in the winter time. <b>Key vocabulary:</b> winter, cold, weather <b>Make and bake a Gingerbread Man</b> Talk about the differences between materials and changes they notice. <b>Key knowledge:</b> children know that they need to mix the ingredients and bake the biscuits in the oven. <b>Key vocabulary:</b> bake, oven, ingredients, mixture <b>Science</b> <b>How can we free Incy Wincy Spider?</b> 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. <b>Key knowledge:</b> children know that ice melts into water.</p>	<p>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.</p>
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**Key vocabulary:** ice, water, change

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**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

Expressive Arts  
and Design



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 textures.

-Develop 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.