

Medium Term Plan for Daily Provision –

Spring Term - Nursery

Curriculum Coverage:	Data Implications:	Special Focus:
<p><b>Communication and Language</b>            Enjoy listening to longer stories and can remember much of what happens            Use a wider range of vocabulary            Understand a question or instruction that has two parts, such as “get your coat and wait by the door.”            Can start a conversation with an adult or friend and continue it for many turns            Work on speech sounds and saying longer words such as multi syllabic words</p>		<ul style="list-style-type: none"> <li>• Beginning to focus on Oral Blending and Fred Talk</li> <li>• Daily mark making sessions continuing</li> <li>• Teaching new vocabulary</li> <li>• Core rhymes for Spring term</li> <li>• Hometime stories – children to choose</li> </ul>
<p><b>Physical Development</b>            Skip, hop, stand on one leg and hold a pose for a game like musical statues.            Be increasingly independent in meeting their own care needs, eg toilet needs, washing and drying hands.            Choose the right resources to carry out their own plan</p>	<p><b>Core Rhymes:</b></p> <ul style="list-style-type: none"> <li>• Dinosaurs Rhyme</li> <li>• 5 Enormous Dinosaurs</li> <li>• Dingle Dangle Scarecrow</li> <li>• Little Bo Peep</li> </ul>	<p><b>Festivals/ Special Occasions:</b></p> <ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Pancake Day</li> <li>• Valentine’s Day</li> <li>• Mother’s Day- 27<sup>th</sup> March</li> </ul>
<p><b>PSED</b>            Play with one or more other children, extending and elaborating play ideas.</p>	<p><b>Treasured Texts:</b>  <b>Spring 1</b>  <b>Let’s Share a Story</b></p> <ul style="list-style-type: none"> <li>• We’re Going on a Bear Hunt by Michael Rosen</li> <li>• Giraffe’s Can’t Dance by Giles Andreae</li> <li>• The Giruffalo by Julia Donaldson</li> <li>• What the Ladybird Heard by Julia Donaldson</li> </ul> <p><b>Dinosaurs</b></p> <ul style="list-style-type: none"> <li>• Dinosaurs Roar by Paul Stickland</li> <li>• Stomp, Chomp, Big Roars! Here come the Dinosaurs by Kay Umansky</li> <li>• Mad About Dinosaurs by Giles Andreae</li> </ul> <p><b>Spring 2</b>  <b>Families</b></p> <ul style="list-style-type: none"> <li>• Owl Babies by Martin Waddell</li> <li>• We are Family by Patricia Hegarty</li> </ul>	<p><b>Other Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• National Forest Adventure Farm Trip</li> <li>• Marvellous mark making parent workshop</li> <li>• Mother’s Day Workshop</li> <li>• Now Press Play- Dinosaurs and On the Farm</li> <li>• The Farm on Wheels</li> <li>• Easter Family Workshop</li> </ul>

<p>Develop appropriate ways of being assertive Talk about feelings using words such as 'happy' 'sad' 'angry' or 'worried.'</p> <p><b>Literacy</b> Understand key concepts about print: print can have different purposes, the names of different parts of a book Use some of their print knowledge in early writing for example writing a pretend shopping list etc Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word.</p>	<ul style="list-style-type: none"> <li>• In Every House on Every Street by Jess Hitchman</li> <li>• Why I Love My Mummy by Daniel Howarth</li> </ul> <p><b>On the Farm</b></p> <ul style="list-style-type: none"> <li>• A Squash and a Squeeze by Julia Donaldson</li> <li>• Farmyard Hullabaloo by Giles Andreae</li> </ul>	
<p><b>Mathematics</b> Say one number for each item in order 1,2,3,4,5 Compare quantities using language such as more than and fewer than Talk about and explore 2D shapes using informal mathematical language such as sides, corners, round, flat etc Describe a familiar route Combine shapes to make new ones – an arch, a bigger triangle etc</p>	<p><b>Links to National Curriculum Areas:</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Looking at fossils – We will make clay fossils and talk about them. We will learn about how to use artefacts to find out about the past. (Introducing the idea that we can learn about the past by things left behind)</li> <li>• Who is in our family?– We will talk about our own families and understand that some people are older than us and some are younger.</li> </ul>	<p><b>Daily Routines:</b></p> <ul style="list-style-type: none"> <li>• Maths meeting/ Communication and language with gross motor development</li> <li>• Ten Town</li> <li>• Social Snack time.</li> <li>• Continuous Provision linked to topic and children's own interests</li> <li>• Letters and Sounds Phase 1</li> <li>• Daily Mark Making</li> <li>• Early Talk Boost/Wellcomm interventions</li> </ul>

<p>Begin to describe a sequence of events, real or fictional, using words such as first, next and then.</p> <p><b><u>Understanding the World</u></b></p> <p>Explore collections of materials with similar and/ or different properties</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Begin to understand the need to respect and care for the natural environment</p> <p>Talk about changes they notice</p> <p>Explore and talk about forces they can feel</p>	<p><b><u>Geography:</u></b></p> <ul style="list-style-type: none"> <li>• Maps – We will create simple representations of a journey that a character takes through a story (Re-enacting the Bear Hunt journey and identifying characteristics on a simple map) We will follow a simple map to complete a treasure hunt.</li> </ul>	<p><b><u>English:</u></b></p> <ul style="list-style-type: none"> <li>• Rhyme and alliteration – We will recognise words that rhyme eg cat/hat, dog/log, man/van etc. We will use alliteration for own own name and a few friends.</li> <li>• Giving meaning to marks- We will talk confidently about our own drawings by describing what we have drawn.</li> <li>• Count and clap syllables in words – We will recognise how many syllables are in a word.</li> <li>• Represent own ideas through print – We will talk about marks we make such as a list we have written.</li> <li>• Recognise and write name – We will select our name from a group of names and record using the correct letter formation (if fine motor skills allow)</li> </ul>
<p><b><u>Expressive Arts and Design</u></b></p> <p>Begin to develop complex stories using small world equipment like animals sets, dolls and dolls houses etc</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Draw with increasing complexity and detail such as representing a face with circles and including details</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p><b><u>Science:</u></b></p> <ul style="list-style-type: none"> <li>• Dinosaur skeletons – We will talk about what a skeleton is.</li> <li>• Animal habitats- We will learn about which animals live on a farm. We will think about the features of this environment.</li> <li>• Herbivores/ carnivores –We will name some animals that are carnivores and that are herbivores.</li> <li>• Textures – exploring grass, ice, mud, pebbles – We will make comparisons between the textures of the above items. Investigating what happens to them in water. . .(Mud breaks up, ice melts, pebbles sink and grass floats.)</li> </ul>	<p><b><u>Maths:</u></b></p> <ul style="list-style-type: none"> <li>• Introducing TenTown – At the stage that N2 children are becoming interested in recording numerals we will introduce 2 numbers per week on Ten Town to aid with number formation and recognition.</li> <li>• Numbers 0-10 (N2 children)- We will recite numbers in order, count out to that amount, select the correct number to that amount and put number in the correct order. We will start to recognise numbers.</li> <li>• Positional language – We will learn to carry out an instruction to place an item on, under, in and behind. We will describe where items are using in, on, under and behind.</li> <li>• Environmental shapes- We will recognise simple 2D shapes in the environment. For example a rectangle display board. We</li> </ul>

		<p>will recognise the shape of a cup, square table and triangles on the Teepee etc.</p> <ul style="list-style-type: none"><li>• Using number names accurately – We will use the correct number name to identify an amount when counting or when looking at a numeral to 5.</li><li>• Beginning to write and correctly form numbers – We will record numbers 1-5 using the correct formation if fine-motor skills are fully developed.</li></ul>
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