Nursery Medium Term Plan: Spring 2019

Prime areas

Communication and Language

Listening and attention, Understanding, Speaking…

- Listens to and enjoys rhythmic patterns in rhymes and stories
- Respond to simple instructions
- Uses gestures sometimes with talk
- Taking part in action songs, clapping games and rhythm games and stories
- Continue to develop a repertoire of nursery rhymes, songs and traditional stories
- Taking part in Letters and Sounds Phase 1 activities: sound discrimination
- Using visual timetables/symbols/photos/objects to aid communication
- Share cultural stories/songs and bilingual books
- Developing conversation with adults and peers, taking turns in speaking, asking and answering questions

Physical Development

Moving and handling, Health and self-care…

- Begin to be independent in self-care
- Move with confidence, jumping and landing with control
- Shows control in using jugs to pour, hammers, books and mark making tools
- Support children in hygiene routines - going to toilet, washing and drying hands, using snack table.
- Children to feel confident moving about nursery environment inside and outside.
- Children to develop awareness of own movements, learning to avoid obstacles and other children
- Using small and large equipment such as balls and bean-bags
- Support children in developing fine motor skills using a variety of resources including simple tools, such as playdough, construction toys, small world equipment and small and large scale mark making activities
- Developing rolling, throwing and catching skills

Personal, Social and Emotional Development

Self-confidence and self-awareness, managing feelings and behaviour and making relationships…

- Separates from main career with confidence
- Continue to develop relationships with class staff and peers
- Shows understanding and cooperates with some boundaries and routines
- Have a positive approach to activities both indoors and outdoors
- Develop high levels of involvement in activities and new experiences
- Working as part of a group and speaking in a familiar group
- To have respect for others

Characteristics of learning

- **Active learning** - *Motivation*
- **Playing and exploring** - *Engagement*
- **Creating and thinking critically** -

Specific areas

Understanding the world

People and communities, the world, Technology…

- Has a sense of own immediate family and relations
- Continues to show curiosity and interest by exploring surroundings
- Seek to acquire basic skills in operating ICT equipment
- Share family books, photos and special books.
- Gaining an awareness of different cultures and beliefs
- Taking part in cooking activities
- Exploring opportunities that involve using sand and water and various malleable materials
- Support children using simple programs on class computers
- Investigating different materials, especially those linked to different stories
- Having an awareness of time – day and night, days of the week
- Investigating light and dark

Expressive arts and design

Exploring and using media and materials, being imaginative…

- Explore different media and materials
- Join in with singing favourite songs and taking part in recalling stories
- Begin to make-believe by pretending and taking part in role-play
- Large and small scale painting and collage. Taking part in junk modelling
- Use a range of construction and small world toys, with a purpose in mind
- Singing songs together. Beginning to develop repertoire of shared songs and traditional stories
- Taking part in listening games with instruments (cross curricular link to Letters and Sounds activities)
- To use dialogue to discuss own creations

Mathematics

Numbers, Shape, space and measure…

- Can independently count or join in with a group to count by rote
- Continue to enjoy joining in with number rhymes and songs
- Shows an interest in shape and space in play, to know the names of simple shapes
- Sorts and matches objects and talks about sorting (into shape, size, groups, colour, etc.)
- Independently using maths resources in play
- Taking part in completing jigsaw puzzles, matching games, lotto games
- Enjoying cooking activities, involving measuring, discussing shape and size
- Taking part in sand and water play
- To develop an understanding of time
- To begin to have an understanding of simple addition and begin to use mathematical language
- To recognise some numerals and know their name in English

Literacy

Reading and Writing…

- Continue to have an interest in books
- Experiments with mark making, ascribing meaning to marks
- Developing name recognition and some letter recognition, becoming aware of the letters in name and in print around them
- Positive use of book areas and books, rein acting the modelled scenarios with books
- Reading stories, use of book language and developing concepts of reading
- Read texts with repeated refrains and encourage children to join in with them
- Letters and Sounds phase one activities
- Possibly recognising some high frequency words or words from familiar stories, especially traditional stories
- Small and large scale mark making inside and outside, including chalks, painters brushes and range of different media
- Core books (traditional tales): Little Red Riding Hood, 3 Little Pigs, Billy Goats Gruff, Gruffalo, Night Monkey, Day Monkey, Monkey Puzzle
- Time topic books – Very hungry Caterpillar