



Medium Term Planning

Term: Spring 2

Date: February 2021 - April 2021

Theme / Topic: Spring and New Life

Big Questions: What changes in spring? How do things grow?

Year Group:	Nursery	
<p>Focus of Learning / linked to topics:</p> <p>This topic provides the children with the opportunity to learn more about seasonal changes. The children will take part in a spring walk and observe the signs of spring and new life in the school environment. Children will be encouraged to talk about their observations and make links to previous learning about other seasons.</p> <p>They will learn about how things grow and what is needed for this to happen. Children will have the opportunity to plant seeds and observe changes as they grow. They will create movements for “growing” through dance, linking actions to music. They will learn songs related to growth and new life and explore how sounds can be matched to movements. Children will have the opportunity to look at how they have grown and changed and will sequence pictures and events. Children will explore the changes that occur in the lifecycle of hatching animals..</p>	<p>Prior Learning / linked to topics:</p> <p>This topic is linked to our RE Come and See work and is always a topic the children enjoy. Prior to this children have learnt about growing things in the garden when working with the gardener and we have also looked briefly at changes in ourselves as we grow from babies when we have looked at the welcome topic in RE.</p>	
<p>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</p>		
<p>Prime Areas:</p>		
<p><u>Personal, Social and Emotional Development</u> Making Relationships</p> <ul style="list-style-type: none"> ● May form a special friendship with another child. (22-36) ● Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50) ● Explains own knowledge and understanding, and asks appropriate questions of others. (40-60) ● Takes steps to resolve conflicts with other children, e.g. finding a compromise. (40-60) <p>Self-Confidence and Self-Awareness</p>	<p><u>Key vocab / key questions:</u></p> <p>Friends, Share, rules, well done, my turn, your turn, kind hands, kind words, hello, name, welcome, goodbye, see you tomorrow, can you?</p> <p>How are you today? What would you like to play with? Who are you playing with today? What is your name? What are your friends' names? Can you take turns?</p>	

- Separates from main carer with support and encouragement from a familiar adult. (22-36)
- Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50)
- Enjoys responsibility of carrying out small tasks. (30-50)
- Confident to speak to others about their own needs, wants, interests and opinions. (40-60)

Managing Feelings and Behaviour

- Shows understanding and cooperates with some boundaries and routines. (
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50)
- Can usually adapt behaviour to different events, social situations and changes in routine. (30-50)
- Aware of the boundaries set, and of behavioural expectations in the setting. (40-60)

Whose turn is it next?

How can we be kind to our friends?

Communication and Language

Listening and Attention

- Listens with interest to the noises adults make when they read stories. (22-36)
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door (22-36)
- Listens to stories with increasing attention and recall. (30-50)
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50)
- Maintains attention, concentrates and sits quietly during appropriate activity. (40-60)

Understanding

- Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' (22-36)
- Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).22-36)
- Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). 22-36)

Key vocab / key questions:

Carpet time, tidy up time, stop, listen, good sitting, good looking, good listening, under, on top, behind, next to, why, how, joke, rhyme, sounds the same, next, then, spring, signs, grow, shoot, blossom, buds, eggs, seeds, bulbs, grow, care, feed, water.

Can you listen to your friends?

Whose turn is it to talk?

Why do you think that?

How did that happen?

Why did that happen?

How do you?

Can you tell me what you think will happen next?

Can you tell me what happened?

- Developing understanding of simple concepts (e.g. big/little).(22-36)
- Beginning to understand 'why' and 'how' questions. (30-50)
- Responds to instructions involving a two-part sequence. (40-60)
- Understands humour, e.g. nonsense rhymes, jokes. (40-60)

Speaking

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.22-36
- Uses a variety of questions (e.g. what, where, who).(22-36)
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.(30-50)
- Uses a range of tenses (e.g. play, playing, will play, played). (30-50)
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60)

Physical

Moving and Handling

- Beginning to use three fingers (tripod grip) to hold writing tools. (22-36)
- Imitates drawing simple shapes such as circles and lines. (22-36)
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (30-50)
- Holds pencil near point between first two fingers and thumb and uses it with good control. (30-50)
- Travels with confidence and skill around, under, over and through balancing and climbing equipment. (40-60)

Health and Self-Care

- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. (22-36)
- Beginning to be independent in self-care, but still often needs adult support. (22-36)
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (30-50)
- Usually dry and clean during the day. (40-60)
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (40-60)

Key vocab / key questions:

Pinch, hold, balance, catch, throw, toilet, try, arms in, pull, be careful, like this, zip, button, hood, arms.

Do you need to go to the toilet? Have a try.

Can you pinch the pencil like this?

Can you copy this letter?

Can you catch?

Can you put your coat on?

Can you hold scissors carefully?

What could we do now?

How can we sort this out?

Specific

<p><u>Literacy</u> Reading</p> <ul style="list-style-type: none"> ● Repeats words or phrases from familiar stories. (22-36) ● •Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’ (22-36) ● Describes main story settings, events and principal characters. (30-50) ● Continues a rhyming string. (40-60) ● Hears and says the initial sound in words. (40-60) <p>Writing</p> <ul style="list-style-type: none"> ● •Distinguishes between the different marks they make. ● Sometimes gives meaning to marks as they draw and paint. (30-50) ● Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60) ● Writes own name and other things such as labels, captions. (40-60) 	<p><u>Key vocab / key questions:</u></p> <p>Good sitting, good looking, good listening, beginning, middle, end, draw, picture, hear, say, sound, begins with.</p> <p>Can you help me read this story? What do you think will happen next? Can you remember what happened at the beginning? Can you tell me about your picture? What does it say? What does it begin with?</p>
<p><u>Mathematics</u> Numbers</p> <ul style="list-style-type: none"> ● Begins to make comparisons between quantities. (22-36) ● Uses some language of quantities, such as ‘more’ and ‘a lot’. (22-36) ● Realises not only objects, but anything can be counted, including steps, claps or jumps. (30-50) ● Says the number that is one more than a given number. (40-60) ● Finds one more or one less from a group of up to five objects, then ten objects. (40-60) ● Finds the total number of items in two groups by counting all of them. (40-60) <p>Shape, space and measure</p> <ul style="list-style-type: none"> ● Notices simple shapes and patterns in pictures. (22-36) ● Beginning to categorise objects according to properties such as shape or size. (22-36) ● Begins to use the language of size. (22-36) ● Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. (30-50) ● Orders two or three items by length or height. (40-60) ● Uses everyday language related to time. (40-60) 	<p><u>Key vocab / key questions:</u></p> <p>Count, 1, 2, 3, 4, 5, listen, one more, one less, all together, size, shape, same, round, tall, long, small, short, length, height, time, soon, next, now, then.</p> <p>Can you make a pattern? What comes next? Can you count the...? What number comes next? What number is one less? How many are there altogether? Can you sort them so all the same ones are together? Tell me about this, what shape is it? What does it look like? Where are you in the line? Which is the smallest/shortest? Which is the biggest/tallest? Can you put them in size order? Which flower is the tallest?</p>
<p><u>Understanding the World</u> People and communities</p> <ul style="list-style-type: none"> ● Has a sense of own immediate family and relations.(22-36) 	<p><u>Key vocab / key questions:</u></p>

- •Learns that they have similarities and differences that connect them to, and distinguish them from, others.(22-36)
- Remembers and talks about significant events in their own experiences. (30-50)
- Enjoys joining in with family customs and routines. (40-60)

The world

- Notices detailed features of objects in their environment. (22-36)
- Developing an understanding of growth, decay and changes over time. (30-50)
- Shows care and concern for living things and the environment. (30-50)
- Looks closely at similarities, differences, patterns and change. (40-60)

Technology

- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.(22-36)
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (30-50)
- Completes a simple program on a computer. (40-60)
- Interacts with age-appropriate computer software.(40-60)

Friends, special, celebrate, family, happy, ducks, change, time, hatch, grow, care, look after, carefully, pattern, change, different, switch, press, search, on, off.

Can you tell us about your birthday?

What did you do?

Who came?

Where did you go?

What can you tell me about spring?

What can you tell me about planting seeds/bulbs?

How do we help them to grow?

What can you tell me about looking after animals?

Can you press play/start?

Can you make the caterpillar go?

Can you make the beebot move?

Expressive Arts and Design

Exploring and using media and materials

- Creates sounds by banging, shaking, tapping or blowing. (22-36)
- Shows an interest in the way musical instruments sound. (22-36)
- Beginning to be interested in and describe the texture of things. (30-50)
- Explores what happens when they mix colours. (40-60)
- Experiments to create different textures. (40-60)

Being imaginative

- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'. (22-36)
- Beginning to make-believe by pretending. (22-36)
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. (30-50)
- Chooses particular colours to use for a purpose. (40-60)
- Introduces a storyline or narrative into their play. (40-60)

Key vocab / key questions:

Build, space, fence, gate, pen, draw, paint, make, play, pretend, feels like, looks like, colour, story, play.

What does it sound like?

Is it a loud sound or a quiet sound?

How can you change the sound?

What are you going to build?

Tell me about your building?

What are you drawing?

Tell me about...

Who are you pretending to be?

Can I play?

Can you mix those colours together?

What happened?

Can you describe what it feels like?

Let's pretend

Safe Messages

A1, A2, A3, A8,B1, B2, B6, C2, C10, D1, D2, H2, I1, I2, I4.

Topic Resources:

Come and See website, Ten Ten website, Spring books and photos, bulbs and seeds, school garden.