

Nursery Spring 2 Medium Term Plan – February 2023

'Who can we ask for help?'



Week	Week 1 20.02.23	Week 2 27.02.23	Week 3 06.03.23	Week 4 13.03.23	Week 5 20.03.23	Week 6 27.03.23
Focus	<p>People who help us – introducing new provision – Vets Role play</p> <p>Sand – Village design</p> <p>Pancake Day - Tues</p>	<p>People who help us – introducing new provision - Zoos (Builder’s Tray) Lifeboats (Water)</p> <p>Book Week</p>	<p>Police / pond dipping</p>	<p>Doctors</p>	<p>Spring / Fire fighters</p>	<p>Easter</p>
Story of the week	<p>Vets – Songbird phonics – Zak and the Vet (purple) Songbird phonics – Paula the Vet (orange) Amanda Askew & Andrew Crowson – Vet</p> <p>Pancake Day – Mr Wolf’s Pancake</p>	<p>Topsy & Tim – Go to the zoo – introduce builder’s tray</p> <p>Use Sea Rescue by Deborah Chancellor to introduce the new water resources</p> <p>Twinkl book – The Zoo Vet</p> <p>Book Week Incredible You by Rhys Brisenden</p>	<p>Amanda Askew & Andrew Crowson – Police Officer</p> <p>The Teeny Weeny Tadpole – Sheridan Cain & Jack Tickle</p>	<p>Amanda Askew & Andrew Crowson – Doctor</p>	<p>Twinkl – Signs of Spring ppt</p> <p>Amanda Askew & Andrew Crowson – Fire Fighter</p> <p>Twinkl book – Charlie the Firefighter</p>	<p>Twinkl – The Easter Story ppt</p> <p>Twinkl book – Saving Easter</p>
<p>UTW</p> <p>Development Matters UTW 3 – 4 year olds</p>	<p>Introduce the new vets role play area.</p> <p>People who help us - design a village with the new sand toys. What does each building represent?</p> <p>Think about who we have in Baildon who help us.</p> <p>Vet Show interest in different occupations. Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.</p> <p>Science experiment Explore and talk about different forces they can feel. Explore how the water pushes up when they try to push a plastic boat under it</p>	<p>Zoos Classify and sort animals that live in a zoo compared to farm animals</p> <p>Zoo Keeper Show interest in different occupations. Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.</p> <p>Science experiment Explore and talk about different forces they can feel. Explore how the water pushes up when they try to push a plastic boat under it</p>	<p>UTW - Visit the pond and collect frogspawn</p> <p>Twinkl ppt – The life cycle of a frog</p> <p>Think about when you might need a Police Officer to help you</p> <p>Police Offices Show interest in different occupations. Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. Consider opportunities to challenge gender and other stereotypes.</p>	<p>Think about when you might need a Doctor to help you</p> <p>Doctors Think about when you might need a Doctor to help you</p> <p>Show interest in different occupations. Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. Consider opportunities to challenge gender and other stereotypes.</p>	<p>Spring walk around the school grounds</p> <p>Think about when you might need a Fire Fighter to help you</p> <p>Fire Fighters Show interest in different occupations. Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. Consider opportunities to challenge gender and other stereotypes.</p>	<p>Youtube – cbeebies – Let’s Celebrate – Preparing for Easter & Celebrating Easter</p> <p>Easter Celebrate and value cultural, religious and community events and experiences.</p> <p>Making Easter nests Talk about the differences between materials and changes they notice. Melting – heating up chocolate to turn it into a liquid.</p>

	<p>Making Pancakes Talk about the differences between materials and changes they notice. cooking – combining different ingredients, and then heating (cooking) them</p> <p>Outdoor Learning – planting lettuce and tomato seeds Plant seeds and bulbs so children observe growth and decay over time</p>		<p>Outdoor learning – Collecting frog spawn Collecting frog spawn Understand the key features of the life cycle of an animal</p> <p>Help children to care for animals and take part in first hand scientific explorations of animal life cycles.</p>		<p>Outdoor learning – Spring walk Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things</p>	
Literacy /Phonics	<p>Aspect 5 - Alliteration Tunning into Sounds Game - I Spy Names</p> <p>Mark Making Map work – design a map for the sand toys –village for people who help us.</p>	<p>Aspect 5 - Alliteration Tunning into Sounds Game - Bertha Goes to the zoo</p> <p>Mark Making Draw an animal that you would like to be – Book Week ‘Incredible You’</p>	<p>Aspect 5 – Alliteration Listening and Remembering Sounds Game – Twinkl Pirate Pete’s Treasure Trove</p> <p>Mark Making Follow simple instructions as to how to draw a frog</p>	<p>Aspect 5 – Alliteration Listening and Remembering Sounds Game - Our sound box</p> <p>Mark Making Observational drawing of Number Block 1, 2 or 3</p>	<p>Aspect 5 – Alliteration Talking about sounds Game - Silly soup</p> <p>Mark Making Draw an observational drawing of the tadpoles / daffodils</p>	<p>Aspect 5 – Alliteration Talking about sounds Game - Silly soup / Twinkl Superhero Phoneme Juggle</p> <p>Mark Making Draw the Easter Bunny</p>
<p>Maths</p> <p>Development Matters Maths 3 – 4 year olds</p>	<p>Number of the week 2 2 being the second number, its position on a number line, ordinal numbers Numicon 2 Dice 2 Subitising 2 The numeral and formation of 2 Number 2 in the environment Representing 2 using marks, pictures and finger Matching numeral to quantity</p>	<p>Number of the week 2 Solve real world mathematical problems with numbers up to 2</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Squares Talk about and explore 2D shapes – squares using informal and mathematical language.</p>	<p>Cubes Talk about and explore 3D shapes – cubes using informal and mathematical language.</p> <p>Repeating Patterns Notice and correct an error in a repeating pattern.</p>	<p>Number of the week 3 3 being the third number, its position on a number line, ordinal numbers Numicon 3 Dice 3 Subitising 3 The numeral and formation of 3 Number 3 in the environment Representing 3 using marks, pictures and finger Matching numeral to quantity</p> <p>Circles Talk about and explore 2D shapes – circles using informal and mathematical language.</p>	<p>Number of the week 3 Solve real world mathematical problems with numbers up to 3</p> <p>Spheres Talk about and explore 3D shapes – spheres using informal and mathematical language.</p>	<p>Easter Egg hunt around nursery – Experiment with their own symbols and marks as well as numerals.</p> <p>Easter egg patterns Talk about and identifies the patterns around them.</p> <p>Shapes pictures Combine shapes to make new ones (provision)</p>

Finger Gym	Make your favourite pet – playdough Skill – to roll spheres & cylinders	Cocktail sticks & marshmallows – creating 2D shape. Skill - Focus on squares – 4 marshmallows, 4 sticks	Frogspawn dip – jelly & raisins Skill – to use tweezers to transport raisins from the jelly to the bowls.	Nuts and bolts Skill – to select the same sized nut and bolt. Turn clockwise to tighten and anticlockwise to loosen.	Fire fighters – rescue numbers Skill – use the magnetic wand to find magnetic numbers trapped in the paper fire – identify which numeral was found using a number line.	Easter – sort eggs by colour Skill – Sort and classify Easter eggs by colour – which one has the most / fewest?
PE Complete PE Planning - Nursery Rhymes - Dance	Humpty Dumpty: Moving in sequence To explore different movements using different parts of the body. (Physical) Can pupils move their bodies with big actions? (Cognitive) Can pupils experiment with moving in different ways? Curiosity (Social) Can pupils watch others as they perform? Empathy (Wellbeing) Can pupils travel with confidence?	Jack and Jill: Creating our own movements To create their own movement ideas relating to specific words. Pupils will start to add movements together to form a sequence. (Physical) Can pupils move their bodies with big actions? (Cognitive) Can pupils experiment moving in different ways? Curiosity (Social) Can pupils listen to others ideas? Empathy (Wellbeing) Can pupils travel with confidence? Self Belief	Hickory, dickory, dock: Creating simple movement sequences To create simple movement sequences that relate to specific words. Pupils will add their movements together to form a sequence. (Physical) Can pupils move their bodies with big actions? (Cognitive) Can pupils experiment moving in different ways? Curiosity (Social) Can pupils watch others as they perform? Empathy (Wellbeing) Can pupils travel with confidence? Self Belief	Three little pigs: Responding in movement to words and music To explore larger scale travelling movements, responding to words or music. (Physical) Can pupils move their bodies with big actions? (Cognitive) Can pupils experiment moving in different ways? Curiosity (Social) Can pupils watch others as they perform? Empathy (Wellbeing) Can pupils travel with confidence? Self Belief	Three little pigs: Exploring contrasting tempos To respond to words and music using their bodies. (Physical) Can pupils move their bodies with big actions? (Cognitive) Can pupils experiment moving in different ways? Curiosity (Social) Can pupils listen to others ideas? Empathy (Wellbeing) Can pupils travel with confidence? Self Belief	Little Miss Muffet: Working with a partner exploring character movements To explore character movements with a partner. (Physical) Can pupils move their bodies with big actions? (Cognitive) Can pupils experiment moving in different ways? Curiosity (Social) Can pupils watch others as they perform? Empathy (Wellbeing) Can pupils travel with confidence? Self Belief
Computing lesson & on classroom computers	Sherston – Paddington Map work – positional language Skill – To be able to plan out a 1 step algorithm To be able to use positional language to follow a route	Sherston – Paddington Map work – positional language – Skill – To be able to plan out a 1 /2 step algorithm To be able to use positional language to follow a route	Purple Mash – design a frog Skill – To be able to click and drag the mouse around the screen to create a solid line in a paint programme.	Sherston – Rainbow Street – people who help us Skill – To click on different areas of the screen to learn about different professions	Sherston – Rainbow Street – people who help us Skill – To click on different areas of the screen to learn about different professions	Purple Mash – decorate an Easter Egg Skill – To be able to use the mouse to select a specific colour pen in a paint programme. To create simple repeating patterns

<p>Computing Cross Curricular</p> <p>Interactive Whiteboard</p>	<p>UTW / L&A Education City Science – The Final Showdown Skill - To be able to follow instructions to answer questions about Wintertime</p> <p>Maths / Phonic / EA&D Education City Maths – 5 in a bed To sing along and use finger numbers to match quantities</p> <p>Maths / UTW Purple Mash Zoo jigsaw Skill – To be able to complete a 12 piece jigsaw puzzle about zoos</p>	<p>Maths Topmarks – Shape Patterns – Skill – To complete a 2 shape / colour repeating pattern</p> <p>Maths / Phonic / EA&D Education City Maths – 5 in a bed To sing along and use finger numbers to match quantities</p> <p>Maths / UTW Purple Mash Zoo jigsaw Skill – To be able to complete a 12 piece jigsaw puzzle about zoos</p>	<p>L&A Education City Literacy – The Greatest Snowman Skill - To be able to follow 1 step instructions</p> <p>Maths / Phonic / EA&D Education City Maths – 5 Little Frog To sing along and use finger numbers to match quantities</p> <p>Phonics Phonics Play – Phase 1 Welcome to the zoo Skill – To be able to match animal sounds</p>	<p>UTW Education City Science – Friendly Figures People who help up Skill - To understand the roles of different professions</p> <p>Maths / Phonic / EA&D Education City Maths – 5 Little Ducks To sing along and use finger numbers to match quantities</p> <p>EA&D / UTW Purple Mash Skill – select colours to design the doctor</p>	<p>L&A / UTW Purple Mash Matching pairs Skill – to discuss and match different pictures of professions</p> <p>Maths / UTW Purple Mash Zoo jigsaw Skill – To be able to complete a 12 piece jigsaw puzzle about Spring</p> <p>Phonics Twinkl The Zoo animal sound game Skill – To match animal sounds to the correct animal</p>	<p>Maths Education City Counting Bugs Skill – To match numeral to quantity for numbers from 1 – 5</p> <p>EA&D / UTW Purple Mash – decorate an Easter Chick</p> <p>Skill – To be able to use the mouse to select a specific colour pen in a paint programme.</p>
<p>PSHE / Root of Learning Relationships / Thinking for ourselves</p>	<p>My Family and Me! <i>I can tell you about my family</i></p> <p>What is a family? Who is in your family? Can you describe them? How do they make you feel?</p> <p>What is your job as a member of our family at home/at setting?</p>	<p>Make Friends, Make Friends, Never Ever Break Friends! - Part 1</p> <p><i>I know how to make friends if I feel lonely</i></p> <p>Have you ever felt lonely? How did it make your heart feel? What did you do to make things better?</p> <p>How can we be a good friend? Introduce an area where children can go if they are feeling lonely/sad</p> <p>Book: 'Frank and Teddy Make Friends', by Louise Yates Book: 'George and Martha', by James Marshall</p>	<p>3. Make Friends, Make Friends, Never Ever Break Friends! - Part 2</p> <p><i>I can tell you some of the things I like about my friends</i></p> <p>Stop story at strategic points of the book to discuss the characters' feelings. Have they ever felt this way? Recap what they like about each other.</p> <p>What can you do/say to make friends with people?</p> <p>Book: 'George and Martha', by James Marshall Book: 'Mabel and Me, Best of Friends', by Mark Sperring and Sarah Warburton</p>	<p>Falling Out and Bullying Part 1 <i>I know what to say and do if someone is mean to me</i></p> <p>Role-play with 2 teddies. One teddy saying/doing unkind things to the other. Every time they say something, squirt a bit of cream/shaving foam on to a tray</p> <p>If people are being mean to you, what could you do?</p>	<p>Falling Out and Bullying Part 2 <i>I can use Calm Me time to manage my feelings</i></p> <p>We all make mistakes. Have you ever been angry? When? Have you ever hurt someone because they have upset you or made you angry? Go through Calm Me time. Encourage the children to do them, when they feel angry.</p>	<p>Being the Best Friend We Can Be <i>I can work together and enjoy being with my friends</i></p> <p>What do you want your friends to be like? How are you a good friend to others?</p> <p>Share out a simple puzzle and encourage children to build up a picture in pairs/threes. This is what friendships are all about. Working together, helping each other, etc.</p>

Creative /	<p>Introduce powder paint</p> <p>Skill – being able to mix primary and secondary colours using a paint brush, pallet, powder paint and water.</p> <p>Talk about and identifies the patterns around them. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. (Animal prints) Children to create animal prints / patterns using different media</p>	<p>Extend and create ABAB patterns –</p> <p>Design a repeating pattern for a section of the worm from the story ‘Incredible you’. Use wax crayons and paint</p> 	Police radio	<p>Skill – to use glue and tape to join materials together to make a police radio. Stick the numerals 1 – 5 onto the radio in numerical order</p>	Doctor’s bag	<p>Skill – to use glue and tape to join materials together to make a Doctor’s bag. Use it in role play with other children.</p>	Fire engines	<p>Skill – to use glue and tape materials together to make a Fire engine. Measure and cut an art straw so that the two sides are equal and 5 runs of the ladder are equal. Use the language of size to describe their length.</p>	Bunny ears	<p>Skill – to be able to measure and join paper to fit around your head to create a headband. Join additional paper / card to create bunny ears.</p> <p>Adult led – make Easter Baskets with paper plate and ribbon. To use on Easter Egg hunt.</p>
Black tray	Builders & gravel – small world play	Builders & gravel – small world play	Water beads – sensory of frog spawn	Signs of spring	Easter – sorting easter eggs by size and colour	Easter - sorting easter eggs by number Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.				
Groups	<p>1 Phonics - I Spy Names</p> <p>2 Maths – Number 2</p> <p>3 PSHE</p> <p>Extra – Map design</p>	<p>1 Phonics - Bertha Goes to the zoo</p> <p>2 Maths – Problems 2</p> <p>3 PSHE</p> <p>Extra – Squares</p>	<p>1 Phonics - Pirate Pete’s Treasure Trove</p> <p>2 Maths - Cubes</p> <p>3 PSHE</p> <p>Extra – Errors in repeating patterns</p>	<p>1 Phonics - Our sound box</p> <p>2 Maths - Number 3</p> <p>3 PSHE</p> <p>Extra – Spring - signs</p>	<p>1 Phonics - Silly soup</p> <p>2 Maths – Problems 3</p> <p>3 PSHE</p> <p>Extra – Twinkl Zoo animal sound game</p>	<p>1 Phonics - Superhero Phoneme Juggle</p> <p>2 Maths – Easter egg patterns</p> <p>3 PSHE</p> <p>Extra – Counting Bugs Education City – Matching quantities to numerals 1 - 5</p>				
Additional information	<p>Tues – Pancake Day</p> <p>Wed – Outdoor Learning</p> <p>Thurs Gmc First Aid</p>	<p>Tues Gmc First Aid</p> <p>Tues – Strike Day</p> <p>Wed – Pyjama Day for World Book Day</p>	<p>Governors QA Week</p> <p>Wed – Big Me Day</p> <p>Thurs AM – Outdoor Learning – Pond Dipping</p>	<p>Yr 6 Moc SATS</p> <p>No Gym Thurs</p> <p>Wed & Thurs – Strike Day</p>	<p>PSHE Curriculum Release</p> <p>Wed</p> <p>Wed AM – Outdoor learning</p> <p>Signs of spring</p>	<p>Virtual Parents Evening Week</p> <p>Mon AW – 11:30</p> <p>College review with GM</p> <p>Thurs AM – Outdoor learning Easter Egg hunt</p>				