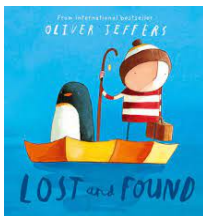
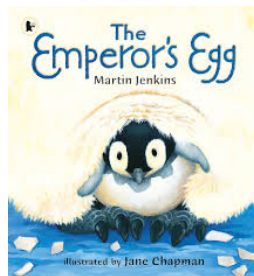


Nursery Medium Term Plan Spring 1 2025/26

What would an adventure to the South Pole be like?

"What would an adventure to the South Pole be like?" is our learning question for this half term. We will explore cold places and the animals that live there. Learn about maps; what they are and how we read them. We will look at Nationality, friendship and travel and at the different countries we are connected to. We will explore freezing and melting and will embark on some scientific experiments. We will explore letter writing, and write to the penguin from our focus text "Lost and Found". Hopefully he will write back to us! We will look at directional and positional language, as part of our math focus, and will engage in boat role play, travelling across the ocean to find our friend Penguin. We will continue to grow our storytelling skills and confidence.

Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Planning around quality text. (Two per term) To be chosen following children's interests?						
ADDITIONAL TEXTS. Enjoyment for reading - quality fiction and nonfiction. 3 Books Rhymes a day text.	Polar Bear, Polar Bear - Eric Carle Ernest Shakleton - Little People, Big Dreams The Lights that Dance in the Night - Yuval Zommer Emperor of the Ice - Non Fiction Three Books a Day Texts running throughout the year.					
Links to previous learning.	Connecting similarities and differences, linking back to 'Wonderful Me' in A1. Inside superpowers in A2 in particular around kindness and friendship					
Enrichment, trips and visitors.	Immersive visit to Antarctica Stay and Play Sessions					

Role play indoors and outdoors.	<ul style="list-style-type: none"> • South Pole/explorer station • Penguin's Home • Explorer Ship • Arctic World
---------------------------------	--

Prime Areas

PSE	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>
C&L	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
PD	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Specific Areas

Literacy	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p> <p>Develop Storytelling skills.</p>
Maths	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Composition of numbers 3, 4 and 5. Counting up to 5 objects. Recognise 2D shapes such as triangle, circle, square, rectangle, pentagon.
UW	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Continue developing positive attitudes about the differences between people.</p>
EAD	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.
PHONICS	All continue Phase 1 aspects