

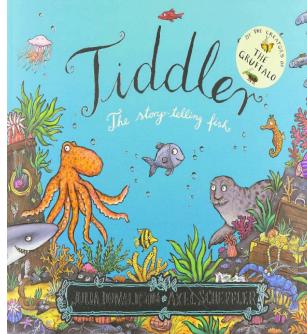
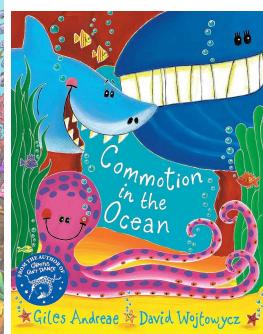
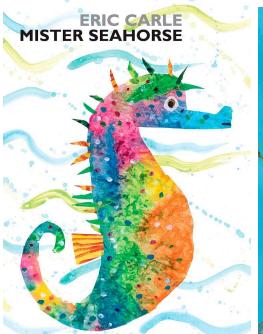
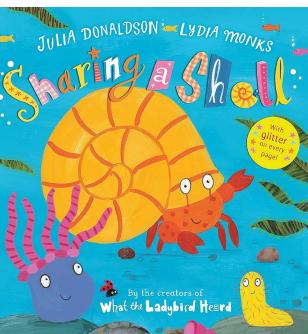
## Nursery Medium Term Plan Spring 2 2025/26

### What is Under the Sea?

We are diving into an exciting, colourful, sparkling adventure, to discover what happens under the sea. We will revisit some of our previous learning around sea creatures, where in the world they live, the water cycle and looking at some familiar authors like Julia Donaldson and Eric Carle.



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 6/7
Planning around quality text. (Two per term) To be chosen following children's interests?	 			 		
<b>ADDITIONAL TEXTS.</b> Enjoyment for reading - quality fiction and nonfiction. 3 Books Rhymes a day text.	<ul style="list-style-type: none"> <li>• Hooray for Fish</li> <li>• Tropical Terry</li> <li>• Creature Features Ocean</li> <li>• The Big Book of the Blue</li> <li>• What a Submarine Sees</li> </ul> <p>Three Books a Day Texts running throughout the year.</p>					
Links to previous learning.	<p>Life Cycles - exploring life cycles of animals          Water Cycle - introducing the water cycle which will continue into Sum 1 learning          Antarctica and Sea creatures - Spring 1          Looking after ourselves and our world, linking back to half term 1, where we shared and explored who we are and our place in the world.</p>					
Enrichment, trips and visitors.	<p>The Blue Planet Aquarium</p>					

Role play indoors and outdoors.	<ul style="list-style-type: none"> <li>Under the Sea World</li> <li>On board the submarine</li> <li>Antarctica - Penguin's home</li> <li>Marine Rescue, deep sea diving</li> </ul>
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## Prime Areas

PSE	<p>Understand gradually how others might be feeling.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>
C&L	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
PD	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.

## Specific Areas

Literacy	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p> <p>Write some letters accurately.</p>
Maths	<p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Continue to develop an understanding of numbers to 5.</p>
UW	<p>Explore how things work.</p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>
EAD	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>
PHONICS	All continue Phase 1 aspects