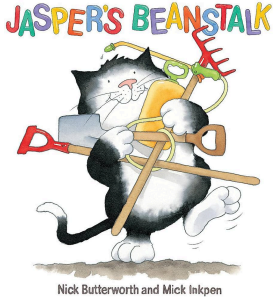
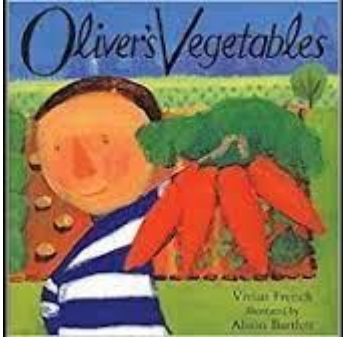


Nursery Medium Term Plan Spring 1 2023/24
What can we grow?

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
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.	<ul style="list-style-type: none"> • The Little Red Hen • Jack and the Beanstalk • Lulu Loves Flowers • The Tiny Seed • From Seed to Sunflower • I Heard a Bird • There's a Tiger in my Garden • Sam Plants a Sunflower • The Amazing Life Cycle of Plants <p>Three Books a Day Texts running throughout the year.</p>				
Links to previous learning.	<p>Life Cycles - exploring the life cycle of a penguin, in this half term we will look at the life cycle of plants and flowers. 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. Half term 2 links, where we explored superheroes within our community. Sequencing revisit - instruction to plant a bean link to maths development.</p>				
Enrichment, trips and visitors.	Z Arts Trip in the final week.				
Role play indoors	<ul style="list-style-type: none"> • Garden Centre 				

and outdoors.	<ul style="list-style-type: none"> • Farm • Giant/Jack's House • Park • Supermarket
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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> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p>
C&L	Use longer sentences of four to six words.
PD	<p>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.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>

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>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</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	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.
PHONICS	All continue Phase 1 aspects