

Nursery Medium Term Planning Spring 1

Key Vocabulary: Postman, Van, letter, stamp, postbox, chef, baker, train , bus driver, builder, house, wolf, digger, bricks, zoo, boat, canal, water, handsacre
Texts: The Jolly Postman, Postman Bear, The Little Red Hen, Choo Choo clickety Clack, Dear Zoo, the three little pigs, The best pirate
Songs: The Wheels on the bus, 5 naughty Monkeys, 5 current buns , row row row your boat

<p>WOW:</p> <p>Week 1: letter posting</p> <p>Week 3: cooking noodles</p> <p>Week 5: big boat for role play</p> <p>Week 6: all the classroom has blown down from the big bad wolf can we fix it?</p>
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Topic: Our wonderful community	PSED	Communication and Language	Physical Development	Maths	Literacy	Understanding the World	Expressive Arts and Design
Week 1	<p>Thrive as they develop self-assurance.</p> <p>Show sensitivity to others needs.</p> <p>Play with increasing confidence on their own and with other children.</p> <p>Sharing and taking turns Developing relationships further with friends and adults.</p>	<p>They will become familiar with a wide variety of books, songs, rhymes.</p> <p>To follow one step instructions To engage in a variety of storytelling activities.</p> <p>Developing effective listening skills Use speech sound p,b,m,w. Pronounce l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words</p> <p>Understand simple one step simple instructions.</p> <p>Recognise and point</p>	<p>Spin, roll and independently use ropes and swings.</p> <p>Sit on a push-along wheeled toy to strengthen core muscles.</p> <p>Use large and small motor skills to do things independently – buttons, zips, pouring. Show an increased desire to be independent.</p>	<p>Nursery scheme of learning NCETM, nrich, Whiterose</p> <p>Develop counting like behaviour.</p> <p>Count in everyday contexts, sometimes skipping numbers – ‘1,2,3,4,5’ <b>5 naughty monkeys</b></p> <p>Compete inset puzzles.</p>	<p><b>Book: Jolly Postman</b></p> <p>Phase 1 phonics Explore the sounds their bodies can make. Join in and copy actions of familiar songs.</p> <p>Join in and copy body percussion patterns and sequences.</p> <p>Have favourite books and seek them out to share with others.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Explore and respond to different natural phenomena in their setting.</p> <p>Notice differences between people.</p>	<p>The children will learn a variety of songs and will move and actions to the music/songs.</p> <p>Express ideas and feelings through making marks sometimes give a meaning to the marks.</p>

		<p>to objects if asked about them. Start to develop their conversations.</p> <p>Develop pretend play.</p>			<p>Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p>	
Week 2	<p>Thrive as they develop self-assurance.</p> <p>Show sensitivity to others needs.</p> <p>Play with increasing confidence on their own and with other children.</p> <p>Sharing and taking turns Developing relationships further with friends and adults.</p>	<p>They will become familiar with a wide variety of books, songs, rhymes.</p> <p>To follow one step instructions To engage in a variety of storytelling activities.</p> <p>Developing effective listening skills Use speech sound p,b,m,w. Pronounce l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words</p> <p>Understand simple one step simple instructions. Recognise and point to objects if asked about them. Start to develop their conversations.</p> <p>Develop pretend play.</p>	<p>Spin, roll and independently use ropes and swings.</p> <p>Sit on a push-along wheeled toy to strengthen core muscles.</p> <p>Use large and small motor skills to do things independently – buttons, zips, pouring. Show an increased desire to be independent.</p>	<p>Nursery scheme of learning NCETM, nrich, Whiterose</p> <p>Develop counting like behaviour.</p> <p>Count in everyday contexts, sometimes skipping numbers – ‘1,2,3,4,5’</p> <p>Compete inset puzzles.</p>	<p><b>Book: Jolly postman/postman Bear Song Wheels on the bus</b></p> <p>Phase 1 phonics Explore the sounds their bodies can make. Join in and copy actions of familiar songs.</p> <p>Join in and copy body percussion patterns and sequences.</p> <p>Have favourite books and seek them out to share with others.</p> <p>Repeat words and phrases from familiar stories. Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p>	<p>Explore and respond to different natural phenomena in their setting.</p> <p>Notice differences between people.</p> <p>The children will learn a variety of songs and will move and actions to the music/songs.</p> <p>Express ideas and feelings through making marks sometimes give a meaning to the marks.</p>

<p>Week 3 <b>Chinese new year: cooking</b></p>	<p>Thrive as they develop self-assurance.</p> <p>Show sensitivity to others needs.</p> <p>Play with increasing confidence on their own and with other children.</p> <p>Sharing and taking turns Developing relationships further with friends and adults.- <b>recipes in the role play</b></p>	<p>They will become familiar with a wide variety of books, songs, rhymes.</p> <p>To follow one step instructions To engage in a variety of storytelling activities.</p> <p>Developing effective listening skills Use speech sound p,b,m,w. Pronounce l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words</p> <p>Understand simple one step simple instructions. Recognise and point to objects if asked about them. Start to develop their conversations.</p> <p>Develop pretend play.</p>	<p>Spin, roll and independently use ropes and swings.</p> <p>Sit on a push-along wheeled toy to strengthen core muscles.</p> <p>Use large and small motor skills to do things independently – buttons, zips, pouring. Show an increased desire to be independent.</p>	<p>Nursery scheme of learning NCETM, nrich, Whiterose</p> <p>Develop counting like behaviour. <b>Making current buns</b></p> <p>Count in everyday contexts, sometimes skipping numbers – ‘1,2,3,4,5’ <b>5 current buns</b></p> <p>Compete inset puzzles.</p>	<p><b>Book: The little red Hen</b></p> <p>Phase 1 phonics Explore the sounds their bodies can make. Join in and copy actions of familiar songs.</p> <p>Join in and copy body percussion patterns and sequences.</p> <p>Have favourite books and seek them out to share with others.</p> <p>Repeat words and phrases from familiar stories. Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p>	<p>Explore and respond to different natural phenomena in their setting. <b>Winter tipi fishing</b></p> <p>Notice differences between people.</p>	<p>The children will learn a variety of songs and will move and actions to the music/songs.</p> <p>Express ideas and feelings through making marks sometimes give a meaning to the marks.</p>
<p>Week 4 <b>Train driver/ Bus Driver</b></p>	<p>Thrive as they develop self-assurance.</p> <p>Show sensitivity to others needs.</p> <p>Play with increasing confidence on their own and with other children.</p>	<p>They will become familiar with a wide variety of books, songs, rhymes.</p> <p>To follow one step instructions To engage in a variety of storytelling activities.</p> <p>Developing effective listening skills Use</p>	<p>Spin, roll and independently use ropes and swings.</p> <p>Sit on a push-along wheeled toy to strengthen core muscles. <b>Train track</b></p> <p>Use large and small motor skills to do things independently –</p>	<p>Nursery scheme of learning NCETM, nrich, Whiterose</p> <p>Develop counting like behaviour.</p> <p>Count in everyday contexts, sometimes skipping numbers – ‘1,2,3,4,5’</p>	<p><b>Book: Choo Choo clickty clack</b></p> <p>Phase 1 phonics Explore the sounds their bodies can make. Join in and copy actions of familiar songs.</p> <p>Join in and copy body percussion patterns and</p>	<p>Explore and respond to different natural phenomena in their setting.</p> <p>Notice differences between people. <b>Different occupations</b></p>	<p>The children will learn a variety of songs and will move and actions to the music/songs.</p> <p>Express ideas and feelings through making marks sometimes give a meaning to the marks.</p>

	Sharing and taking turns Developing relationships further with friends and adults.	speech sound p,b,m,w. Pronounce l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words  Understand simple one step simple instructions. Recognise and point to objects if asked about them. Start to develop their conversations.  Develop pretend play.	buttons, zips, pouring. Show an increased desire to be independent.	Compete inset puzzles.	sequences. <b>Wheels on the bus</b>  Have favourite books and seek them out to share with others.  Repeat words and phrases from familiar stories. Add some marks to their drawings, which they give meaning to.  Make marks on their picture to stand for their name.		
Week 5  <b>Canal talk how to keep safe, looking at different safety equipment</b>  <b>Make a big boat for children to use in role play</b>	Thrive as they develop self-assurance.  Show sensitivity to others needs.  Play with increasing confidence on their own and with other children.  Sharing and taking turns Developing relationships further with friends and adults.	They will become familiar with a wide variety of books, songs, rhymes.  To follow one step instructions To engage in a variety of storytelling activities.  Developing effective listening skills Use speech sound p,b,m,w. Pronounce l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words  Understand simple one step simple instructions. Recognise and point to objects if asked	Spin, roll and independently use ropes and swings.  Sit on a push-along wheeled toy to strengthen core muscles.  Use large and small motor skills to do things independently – buttons, zips, pouring. Show an increased desire to be independent.	Nursery scheme of learning NCETM, nrich, Whiterose  Develop counting like behaviour.  Count in everyday contexts, sometimes skipping numbers – ‘1,2,3,4,5’  Compete inset puzzles.	<b>Book: Pirates</b> <b>Song row row your boats</b> Phase 1 phonics Explore the sounds their bodies can make. Join in and copy actions of familiar songs.  Join in and copy body percussion patterns and sequences.  Have favourite books and seek them out to share with others.  Repeat words and phrases from familiar stories.	Explore and respond to different natural phenomena in their setting. <b>Boat racing in our big puddle</b>  Notice differences between people.	The children will learn a variety of songs and will move and actions to the music/songs.  Express ideas and feelings through making marks sometimes give a meaning to the marks. <b>Making boats</b>

		<p>about them. Start to develop their conversations.</p> <p>Develop pretend play.</p>			<p>Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p>		
<p>Week 6</p> <p><b>Parents in?</b></p>	<p>Thrive as they develop self-assurance.</p> <p>Show sensitivity to others needs.</p> <p>Play with increasing confidence on their own and with other children.</p> <p>Sharing and taking turns Developing relationships further with friends and adults.</p>	<p>They will become familiar with a wide variety of books, songs, rhymes.</p> <p>To follow one step instructions To engage in a variety of storytelling activities.</p> <p>Developing effective listening skills Use speech sound p,b,m,w. Pronounce l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words</p> <p>Understand simple one step simple instructions. Recognise and point to objects if asked about them. Start to develop their conversations.</p> <p>Develop pretend play.</p>	<p>Spin, roll and independently use ropes and swings.</p> <p>Sit on a push-along wheeled toy to strengthen core muscles.</p> <p>Use large and small motor skills to do things independently – buttons, zips, pouring. Show an increased desire to be independent.</p>	<p>Nursery scheme of learning NCETM, nrich, Whiterose</p> <p>Develop counting like behaviour.</p> <p>Count in everyday contexts, sometimes skipping numbers – ‘1,2,3,4,5’</p> <p>Compete inset puzzles.</p>	<p><b>Book: The three little pigs</b></p> <p>Phase 1 phonics Explore the sounds their bodies can make. Join in and copy actions of familiar songs.</p> <p>Join in and copy body percussion patterns and sequences.</p> <p>Have favourite books and seek them out to share with others.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p>	<p>Explore and respond to different natural phenomena in their setting.</p> <p>Notice differences between people.</p>	<p>The children will learn a variety of songs and will move and actions to the music/songs.</p> <p>Express ideas and feelings through making marks sometimes give a meaning to the marks.</p>
<p>Week 7</p>	<p>Thrive as they develop self-assurance.</p>	<p>They will become familiar with a wide variety of books, songs, rhymes.</p>	<p>Spin, roll and independently use ropes and swings.</p>	<p>Nursery scheme of learning NCETM, nrich, Whiterose</p>	<p><b>Book: Dear zoo</b></p> <p>Phase 1 phonics Explore the sounds</p>	<p>Explore and respond to different natural phenomena in their setting.</p>	<p>The children will learn a variety of songs and will move</p>

	<p>Show sensitivity to others needs.</p> <p>Play with increasing confidence on their own and with other children.</p> <p>Sharing and taking turns Developing relationships further with friends and adults.</p>	<p>To follow one step instructions To engage in a variety of storytelling activities.</p> <p>Developing effective listening skills Use speech sound p,b,m,w. Pronounce l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words</p> <p>Understand simple one step simple instructions. Recognise and point to objects if asked about them. Start to develop their conversations.</p> <p>Develop pretend play.</p>	<p>Sit on a push-along wheeled toy to strengthen core muscles.</p> <p>Use large and small motor skills to do things independently – buttons, zips, pouring. Show an increased desire to be independent.</p>	<p>Develop counting like behaviour.</p> <p>Count in everyday contexts, sometimes skipping numbers – ‘1,2,3,4,5’</p> <p>Compete inset puzzles.</p>	<p>their bodies can make. Join in and copy actions of familiar songs.</p> <p>Join in and copy body percussion patterns and sequences.</p> <p>Have favourite books and seek them out to share with others.</p> <p>Repeat words and phrases from familiar stories. Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p>	<p>Notice differences between people.</p>	<p>and actions to the music/songs.</p> <p>Express ideas and feelings through making marks sometimes give a meaning to the marks.</p>
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