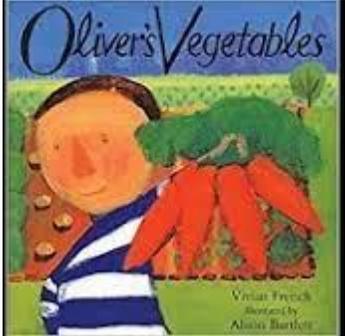


Nursery Medium Term Plan Spring 1 2023/24
What can we grow?

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.</p> <p>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> <p>Half term 2 links, where we explored superheroes within our community.</p>						
Enrichment, trips and visitors.	<p>Visit to Didsbury Park</p>						
Role play indoors and outdoors.	<ul style="list-style-type: none"> ● Garden Centre ● Farm 						

- Giant/Jack's House
- Park
- Supermarket

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