



Spring Medium Term Plan

Space/Bears and Beasts & Roots, Shoots and Muddy Boots



Area of development	Nursery	Reception
Personal, social and emotional development	- Beginning to put own coat on and hang on peg independently - Use the toilet independently - Put own pumps on for PE - Have confidence to explore new areas and resources - Beginning to persevere when things are hard - Try new foods - Use a fork, spoon and cup confidently - Beginning to know when to blow nose - Understands and follows rules and routines - Beginning make correct choices - Can recognise how they are feeling - Speaks to a familiar adult - Beginning to be aware of others needs - Beginning to develop friendships with others - Beginning to understand healthy choices about food, drink, activity and toothbrushing.	Children will be given opportunities to: - Put own coat on and zip it up without support. - Eat a variety of different foods including fruit and vegetables. - Seek help from adults if needed - Share toys with other children, knowing how to take turns. - Form strong relationships with adults. - Have friends and treat them with kindness. - Engage in back and forth conversations with other children - Sustain attention for at least 12 minutes in a small and large group. - Follow simple instructions given by staff
Communication and language	- Listens to a short story. - Learns and uses new words and vocabulary about our current learning focus. - Uses simple sentences to communicate. - Uses these new words in their play. - Beginning to share their own opinions. - Beginning to answer simple recall questions about what they have heard. - Listens to stories. - Knows and sings up to 4 Nursery Rhymes or songs. - Begins to join in with repeated phrases and anticipates key events in familiar stories. - To begin to start or be involved with a short conversation with a friend or familiar adult. - Understands a 1-part instruction. - Responds to simple questions. - Beginning to respond to simple 'why' questions (may sometimes be incorrect).	- Listen for 12 minutes in a small or larger group discussion. - Learns and uses new words and vocabulary about our current learning focus - Uses these new words in discussion and in their play. - Shares ideas and communicates in full sentences. - Begin to use past present and future tenses when speaking (with some support) - Beginning to ask questions. - Talks about own experiences - Engage in story time - Enjoys listening to and beginning to join in with stories - Learns at least 10 songs, rhymes and poems by heart. - Beginning to recognise and recall information from non-fiction texts - Joins in with discussions, answering questions. - Engage in back and forth conversations with other children - Understands instructions involving several ideas or parts



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Physical Development	Health and self-care - Put own coat on and hang on peg independently - Put own pumps on for PE - Runs safely on whole foot avoiding obstacles. - Can throw a large ball and beginning to catch a large ball. - Beginning to experiment with different ways of moving. - Beginning to kick a large ball. - Continuing to develop their movement, balancing, riding (Scooters, trikes and bikes) and ball skills.	Health and self-care - Travel around using a range of different movements- running, skipping etc. - Be able to find a space. - Begin to throw and catch a small ball/beanbag - Begin to pass a ball precisely by whether kicking, hitting or throwing. - Hold a balance for a few seconds - Use all the playtrail with support - Can confidently use large and small apparatus with support
	Fine motor skills - Beginning to turn most of the pages in a book, one at a time. - Beginning to use scissors and make snips in paper. - Uses pencil in a preferred hand, whilst beginning to use a tripod grasp. - Beginning to use large-muscle movements to wave flags and streamers, paint and make marks.	Fine motor skills - Use a knife and fork with guidance when eating - Form some letters correctly
Literacy	- Beginning to understand the key concepts about print: - -print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - Beginning to recall what happens at the beginning, middle and end of a story - Enjoys listening to and sharing a wide range of books - Beginning to recognise words with the same initial sound, such as money and mother. - Engages in extended conversations about stories, whilst beginning to learning new vocabulary. - Enjoys listening to and sharing a wide range of books - Knows and sing 4 nursery rhymes/familiar songs - Beginning to hear oral blending (when sounded out by others) - Beginning to re-tell a simple story - Beginning to count or clap syllables in a word - Uses a dominant hand to make marks and beginning to use a tripod grasp. - Always gives meanings to the marks they make (drawing and painting). - Beginning to use simple sentences to communicate. - Remembers how to write most of their name independently (may forget the order or miss out letters). - Beginning to write initial letter sounds for some words (prompted from an adult). - Beginning to write some letters in their name accurately.	- know at least 5 digraphs - blend words with these digraphs in. - recognise at least 10 key words. - answer simple questions about what they have read. - know at least 10 nursery rhymes/song by heart. - predict what might happen next - join in with group discussions drawing on own knowledge and understanding - recall facts from non-fiction books read. - Writes name with correct letter formation - draw/paint pictures with increasing detail - Use Fred Fingers to write simple 3-word caption. - orally rehearse cation before writing - write I correctly
Maths	- Recites numbers to 5. - Recognises numerals to 3. - Beginning to subitise objects and arrangements. - Beginning to match numeral to quantity to 5. - Beginning to recognise that the last counting number is the total (cardinality). - Shows 'finger numbers' to 3 confidently and beginning to show them to 5. - Confidently counts up to 5 objects with 1-1 correspondence. - Confidently gets 1 and 2 from a larger group.	- Recite numbers forwards from 0 to 20 and beyond. - Recite numbers backwards from 20 to 0. - Recognise numerals to 10 - Form numbers to 5 correctly - Subitise amounts to 5. - Count up to 10 objects with 1-1 correspondence. - Count up to 10 objects out of a large amount accurately - Recall number bonds to 5



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	- Compare 2 groups of objects saying which has more/less. SSM: - Select shapes appropriately: flat surfaces for building, a triangle for a roof. - Recognises and names some 2D shapes accurately. - Beginning to compare the weight of 2 objects and notice the differences between them. - Beginning to understand the language of position and direction (on, under, next to, behind, in front of, in between)	- Say 1 more than a number to 10 using the numberline - Say 1 less than a number to 10 using the numberline - Begin to use the language of odd/even - Add 2 single digit numbers together using apparatus SSM: - Compare the lengths of objects using the language of longer than/ shorter than. - Compare the weights of objects using the language of heavier than/ lighter than. - Compare the volume of objects using the language of more than/less than, full, empty, half full,
Understanding the world	- Talks about significant experiences in their life - Uses most of their senses in hands-on exploration of natural materials. - Understand the key features of the life cycle of an animal. - Talks about where plants come from and say what they need to grow. - To name and describe at least 4 minibeasts. - Recognise and talk about the weather and changes in environment - Be confident in using their senses in hands-on exploration of natural materials within the environment. - Be confident in exploring how things work. - To begin to talk about people from the past. - To recall a simple fact about a topic	- To name parts of the plant - To name at least 5 plants/flowers - Talk about how to keep a plant alive - Understand the key features of the life cycle of a plant - To name at least 8 different minibeasts and talk about their features. - To understand that objects are made from different materials - Recognise and talk about how the seasons change. - To talk about people from the past. - To recall simple facts about a topic.
Expressive arts and design	- Joins in with familiar songs in a small group. - Explores instruments. - Enjoys listening to different types of music. - Beginning to use their body to move to music. - Knows all basic colours (primary and secondary). - Enjoys mixing colours together. - Uses lines and circles correctly when painting to represent what they are drawing e.g. a circle for a wheel. - Beginning to explore and enjoy junk modelling. - Uses familiar materials to create new things. - Beginning to look at famous art work. - Beginning to familiar art work as base for their own work. - Uses scissors mostly correctly and beginning to make snips in paper. - Uses a variety of construction resources and begins to explain their models. - Enjoys playing with small world toys. - Beginning to play cooperatively with others in the role play area, developing pretend play. Beginning to cooperate with others and use words to extend their play.	- Explores and engages in music making both on their own and in a group. - To begin to use instruments to make different sounds including loud, quiet, fast, slow, high and low. - Listen to different pieces of music, beginning to express their own opinions. - Listens to music and responds with movements appropriately to what they hear. - To mix colours together to make a new colour - Begin to talk about different artworks, sharing own opinions and giving reasons. - Begins to recognise at least 1 different artist or artwork - Create work collaboratively, beginning to take turns and share ideas as a group. - Share their own models, talking about what they have made and the process they have used. - Develop a simple storyline in their play - Role play familiar stories using available resources to enhance their play. - Uses new and learnt vocabulary in their role play
Sticky Vocab		



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Winter	Cold, snow, ice, winter, winter clothes (hat, scarf, gloves, coat, boots)	Winter, frosty, fog, season, bare trees, change, dark, hibernate
Bears	Bear, fur, claw, brown. Black, cave. Forest, meat. Fish, berries	Brown Bear, American black bear, polar bear, spectacles bear, sun bear, moon bear, mountains, arctic, salmon
Beasts	Big, Gruffalo, mouse, snake, owl, nut, forest	Gruffalo, purple prickles, turned out toes, green wart, orange eyes, black tongue
Space	Rocket, Astronaut, Space, Fly, Mae Jemison, spacesuit, space boots	Mae Jemison, Astronaut, spaceship, outer space, take off, gravity, helmet, oxygen
Planets	Earth, Moon, Sun, Star	Earth, Mars, planet, solar system, orbit
Chinese New Year	Chopsticks, Chinese New Year, rice, noodle, animals, dragon	Chopsticks, China, celebration, dragon dance, Chinese foods, fortune cookie
Minibeasts	Minibeast, spider, caterpillar, butterfly, legs, ladybird, fly, live	Minibeast, bee, wasp, snail, slug, habitat, antennae, wings, body
Growing	Grow, sun, water, soil, seed, plant, bean	Grow, stem, shoot, roots, flower, petal, food, tree, trunk, branch
Life Cycles	Caterpillar, butterfly, change, egg, cocoon	Cocoon, life cycle, baby, toddler, child, adult
Easter	Easter, Jesus, cross, palm leaves, wash feet, bread, eggs, alive	Easter, Lent, ashes, Palm Sunday, The Last Supper, Good Friday, Risen