



Linden Primary School Medium Term Plan – Nursery Spring



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous me and Important People	Once upon a time!	Transport	Come outside!	Amazing animals!	Around the world!
Focus topics Nursery	<ul style="list-style-type: none"> Emotions Me and my family People in my community Autumn 	<ul style="list-style-type: none"> Traditional Tales Familiar tales Nursery Rhymes The Nativity Christmas Winter 	<ul style="list-style-type: none"> What machines do Building Different vehicles Rockets/space How things work 	<ul style="list-style-type: none"> Signs of spring Growing a flower Life cycles 	<ul style="list-style-type: none"> On the farm Under the sea Deep in the forest In my garden 	<ul style="list-style-type: none"> Going on holiday Different countries Summer
High quality texts - Nursery	<ul style="list-style-type: none"> Friends We feel happy Family Family and me Helpful heroes rescue When you're fast asleep What can you see in autumn? Let's look at autumn 	<ul style="list-style-type: none"> Humpty Dumpty Goldilocks and the three bears Little Red Riding Hood Three Little Pigs Jack an the Beanstalk The Gingerbread Man Winter 	<ul style="list-style-type: none"> What Machines Do Big Machines Things That Work! Big Digger Things that go! Dig dump roll Wheels In the tool box 	<ul style="list-style-type: none"> It starts with a bee Hello spring How does an egg hatch? Rosa explores life cycles One little frog Butterfly 	<ul style="list-style-type: none"> Nature Trail Finn's Garden Friends A Walk in the Woods Who Owns the Woods? Forest Hide and Seek in the Forest Tiptoe Tiger The Noisy Jungle Book Sea An Island in the Sun Goodnight Ocean 	<ul style="list-style-type: none"> I Love the Seasons-Summer The Sunny Day Around the World This Is How We Do It Egypt France Landmark Atlas
WOW moments/enrichments	<ul style="list-style-type: none"> Autumn walk Remembrance Day Firefighter visit/ Police Visit/ Doctor Visit Harvest Time What do I want to be when I grow up? Video for parents - Nursery. 	<ul style="list-style-type: none"> Trip to the library Story teller workshop Nativity Bonfire night/sparklers 	<ul style="list-style-type: none"> Chinese New Year 	<ul style="list-style-type: none"> Trip to the pond Hatching eggs Trip to Evington park Nature scavenger hunt Easter egg hunt Planting in the allotment 	<ul style="list-style-type: none"> Farm trip Minibeast hunt 	<ul style="list-style-type: none">

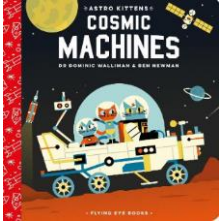
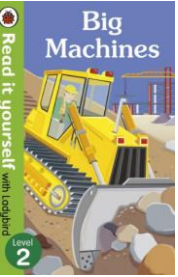



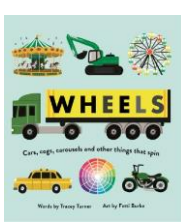
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Nursery Spring 1 – Disciplinary Knowledge

Communication and language Speaking Listening Understanding	PSED Self-Regulation Managing Self Building Relationships	Physical Development	Literacy Reading Writing	Maths	Understanding the World	Expressive Arts & Design Being Imaginative Music Making Drawing and making skills
<p>I pay attention and respond to adults and other children e.g., answer a simple question or follow a 1-part instruction.</p> <p>I can take turns in a conversation, with support.</p> <p>I can choose and sing my favourite nurse rhyme / song, with some support.</p> <p>I can join in with stories, sometimes filling in the rhyming gaps.</p> <p>I can use vocabulary to describe simple attributes (e.g., opposites).</p> <p>I can name more people, objects, and events beyond my own experience, with support.</p> <p>I can talk about what has happened, or what will happen, using simple 4 / 5-word sentences.</p> <p>I can understand, and am beginning to answer, <i>when</i> questions.</p>	<p>I can ask for help from familiar adults.</p> <p>I follow our routines, sometimes with reminders.</p> <p>I follow our rules, sometimes with reminders.</p> <p>I can adjust my behaviour to conform to the boundaries and expectations of school, sometimes with reminders.</p> <p>I can share and take and take turns, sometimes with reminders.</p> <p>I can control my emotions, occasionally with the help of an adult.</p> <p>I listen at story time and show I'm listening by looking.</p> <p>I sometimes play with other children. I am learning to look at and listen to others as part of our play.</p> <p>I am beginning to concentrate for longer periods, during play and adult led activities.</p>	<p>I can stamp, tip toe, and jump with 2 feet together.</p> <p>I climb up and down stairs and over large apparatus, sometimes with the support of something to hold on to.</p> <p>I can balance across a plank, along a line or to ride a bike / scooter, with support.</p> <p>I can use scissors to cut along straight and curved lines, with support</p> <p>I can trace over shapes, lines and patterns</p>	<p>I join in with action songs and rhymes</p> <p>I can spot differences in shapes / patterns by looking closely at pictures or objects</p> <p>I join in with repeated refrains in stories</p> <p>I can fill in the rhyming gaps in stories and rhymes</p> <p>I am beginning to choose to look at books, on my own or with my friends</p> <p>I can trace over the letters in my name, with support</p> <p>I can find my name in different places and in a list of other names</p>	<p>I join in with number songs, stories and counting aloud.</p> <p>I can count 1-5 objects and actions, with support</p> <p>I can represent numbers 1-5 using my fingers, with support</p> <p>I show an interest in numbers as I play in different areas of the environment</p> <p>I recognise some numbers of personal significance</p> <p>I use 2d and 3d shapes to create pictures and models, with adult support</p> <p>I can complete a 4-piece puzzle by turning the shapes and using developing spatial awareness</p> <p>I use the words <i>more, lots, full, empty, same, big, small, fat, thin</i>, to describe quantities and amounts</p> <p>I understand positional language <i>In front, on top, next to, behind</i></p>	<p>I can make shadows in different ways and can talk about what I experience in simple terms</p> <p>I can talk about how ice melts in simple terms, using my experience</p> <p>I can experiment by floating and sinking objects. I can talk about how this happens in simple terms using what I experience</p> <p>I can operate simple codable toys (e.g., BEEBOTS and other battery / remote controlled toys)</p> <p>I can talk about changes that happen when we're cooking different recipes</p> <p>I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters</p>	<p>I am beginning to act out everyday experiences by joining in with other children</p> <p>I use small world props and puppets to retell known stories, with the support of an adult</p> <p>I quickly learn new songs and join in when we sing them</p> <p>I can change how I play instruments by following simple instructions.</p> <p>I can use some instruments to make different sorts of sounds e.g. fast /slow/loud/quiet.</p> <p>I can make observational drawings by looking closely and replicating shapes, with adult support</p> <p>I can fold and snip paper to create a chosen effect, with adult support</p> <p>I can create collages and junk models with adult support</p>

Week	Key text	Supplementary texts	Key questions	Substantive Knowledge	Key Vocabulary	Development matters link
Week 1	 On the road		What vehicles do you know? What job did a ___ do? What vehicles have you seen? What vehicles have you travelled in? Where did you go?	<ul style="list-style-type: none"> I can name more people, objects, and events beyond my own experience, with support. I can talk about what has happened, or what will happen, using simple 4 / 5-word sentences. I can understand, and am beginning to answer, <i>when</i> questions. 	Car, Bus, Motorbike Tow truck Lorry Garage Vehicle	Explore how things work. Show interest in different occupations
Week 2	 Trains, areoplanes and boats	 	Why do we need trains, aeroplanes and boats? Where would we find these forms of transport? How do they move? Why do we need different vehicles?	<ul style="list-style-type: none"> I can talk about what has happened, or what will happen, using simple 4 / 5-word sentences. I can understand, and am beginning to answer, <i>when</i> questions. I listen at story time and show I'm listening by looking. 	Train, Track Aeroplane Sky Sea Wave Sink Float Fly Roll	Explore how things work. Show interest in different occupations
Week 3	 Machines in the home	 	What machines do we have in our homes? What do machines help us do? How do they work? What makes them move?	<ul style="list-style-type: none"> I can name more people, objects, and events beyond my own experience, with support. I can talk about what has happened, or what will happen, using simple 4 / 5-word sentences. I can understand, and am beginning to answer, <i>when</i> questions. 	Lawn mower: Push, roll Hoover: pull, roll, suck, Washing machine: spin, Toaster: down, up, Kettle: Press	Explore how things work. Show interest in different occupations
Week 4	 	   	What do machines do? What does a digger do? What does a lorry do? Do all vehicles do the same thing? What's the same and different between 2 vehicles? What does a crane do? Why do we need big machines? What does a bull dozer do?	<ul style="list-style-type: none"> I can talk about what has happened, or what will happen, using simple 4 / 5-word sentences. I can understand, and am beginning to answer, <i>when</i> questions. I listen at story time and show I'm listening by looking. 	Machines Bulldozer Digger Crane Earth build crane, Digger Boat Plane Helicopter Lorry Train Motorcycle Earth	Explore how things work. Show interest in different occupations

<p>Week 5</p>			<p>How do they celebrate Chinese New Year?</p> <p>What colour is lucky?</p>	<p>I know that different people enjoy different celebrations and special times, and I can name some</p> <p>I understand the names of objects and some descriptive words used by adults. I show this by finding and matching objects and descriptions</p> <p>I am beginning to use the names and words that I've learnt to describe my hands on experiences</p>	<p>Chinese New Year Great Race Emperor Good luck Celebration</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p>Week 6</p>			<p>What does the brake do?</p> <p>Why do we need to wear helmets?</p> <p>How does the bicycle move?</p>	<p>I can talk about what has happened, or what will happen, using simple 4 / 5-word sentences.</p> <p>I can understand, and am beginning to answer, <i>when</i> questions.</p> <p>I listen at story time and show I'm listening by looking.</p>	<p>Bicycle Handle bars Pedal Chain Gears Wheels Brake Helmet Brake pads Cyclists Machines</p>	<p>Explore how things work (bicycle and train)</p>

Nursery Spring 1 Milestones to work towards to be 'on track'						
<p>I pay attention and respond to adults and other children e.g., answer a simple question or follow a 1-part instruction.</p> <p>I can take turns in a conversation, with support.</p> <p>I can choose and sing my favourite nursery rhyme / song, with some support.</p> <p>I can join in with stories, sometimes filling in the rhyming gaps.</p> <p>I can use vocabulary to describe simple attributes (e.g., opposites).</p> <p>I can name more people, objects, and events beyond my own experience, with support.</p> <p>I can talk about what has happened, or what will happen, using simple 4 / 5-word sentences.</p> <p>I can understand, and am beginning to answer, <i>when</i> questions.</p>	<p>I can ask for help from familiar adults.</p> <p>I follow our routines, sometimes with reminders.</p> <p>I follow our rules, sometimes with reminders.</p> <p>I can adjust my behaviour to conform to the boundaries and expectations of school, sometimes with reminders.</p> <p>I can share and take and take turns, sometimes with reminders.</p> <p>I can control my emotions, occasionally with the help of an adult.</p> <p>I listen at story time and show I'm listening by looking.</p> <p>I sometimes play with other children. I am learning to look at and listen to others as part of our play.</p> <p>I am beginning to concentrate for longer periods, during play and adult led activities.</p>	<p>I can stamp, tip toe, and jump with 2 feet together.</p> <p>I climb up and down stairs and over large apparatus, sometimes with the support of something to hold on to.</p> <p>I can balance across a plank, along a line or to ride a bike / scooter, with support.</p> <p>I can use scissors to cut along straight and curved lines, with support</p> <p>I can trace over shapes, lines and patterns</p>	<p>I join in with action songs and rhymes</p> <p>I can spot differences in shapes / patterns by looking closely at pictures or objects</p> <p>I join in with repeated refrains in stories</p> <p>I can fill in the rhyming gaps in stories and rhymes</p> <p>I am beginning to choose to look at books, on my own or with my friends</p> <p>I can trace over the letters in my name, with support</p> <p>I can find my name in different places and in a list of other names</p>	<p>I join in with number songs, stories and counting aloud.</p> <p>I can count 1-5 objects and actions, with support</p> <p>I can represent numbers 1-5 using my fingers, with support</p> <p>I show an interest in numbers as I play in different areas of the environment</p> <p>I recognise some numbers of personal significance</p> <p>I use 2d and 3d shapes to create pictures and models, with adult support</p> <p>I can complete a 4-piece puzzle by turning the shapes and using developing spatial awareness</p> <p>I use the words <i>more, lots, full, empty, same, big, small, fat, thin</i>, to describe quantities and amounts</p> <p>I understand positional language <i>In front, on top, next to, behind</i></p>	<p>I can make shadows in different ways and can talk about what I experience in simple terms</p> <p>I can talk about how ice melts in simple terms, using my experience</p> <p>I can experiment by floating and sinking objects. I can talk about how this happens in simple terms using what I experience</p> <p>I can operate simple codable toys (e.g., BEEBOTS and other battery / remote controlled toys)</p> <p>I can talk about changes that happen when we're cooking different recipes</p> <p>I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters</p>	<p>I am beginning to act out everyday experiences by joining in with other children</p> <p>I use small world props and puppets to retell known stories, with the support of an adult</p> <p>I quickly learn new songs and join in when we sing them</p> <p>I can change how I play instruments by following simple instructions.</p> <p>I can use some instruments to make different sorts of sounds e.g. fast /slow/loud/quiet.</p> <p>I can make observational drawings by looking closely and replicating shapes, with adult support</p> <p>I can fold and snip paper to create a chosen effect, with adult support</p> <p>I can create collages and junk models with adult support</p>



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Nursery Spring 2 – Disciplinary Knowledge

Communication and language Speaking Listening Understanding	PSED Self-Regulation Managing Self Building Relationships	Physical Development	Literacy Reading Writing	Maths	Understanding the World	Expressive Arts & Design Being Imaginative Music Making Drawing and making skills
<p>I pay attention and respond appropriately to adults and other children, by taking turns in conversation or following 2-part instructions, sometimes with support</p> <p>I can choose and sing my favourite nursery rhyme / simple song using props and visual prompts to remind me.</p> <p>I join in with stories and have some favourites</p> <p>I continue to name and describe more people, objects, and events, beyond my own experience.</p> <p>I can explain myself, in simple sentences, sticking to a theme in conversations, sometimes with support</p> <p>I can understand, and am beginning to answer, <i>how</i> questions.</p>	<p>I ask my friends or adults for help if I can't do something.</p> <p>I can follow our routines without help</p> <p>I can follow our class rules</p> <p>I can share and take turns during group time</p> <p>I can talk about the emotions of characters in books in simple terms</p> <p>I play with other children, using talk and actions to communicate as we play.</p> <p>I can concentrate to complete an adult led activity, with support.</p> <p>I follow 1-part instructions independently.</p>	<p>I can hop one 1 leg</p> <p>I can climb up and down stairs, and over large apparatus, using alternative feet, sometimes with support.</p> <p>I can balance across a plank, along a line or to ride a trike / scooter</p> <p>I can use scissors to cut along straight and curved lines</p> <p>I can hold a pen or pencil, usually using a tripod grip.</p>	<p>I know some songs and rhymes from memory</p> <p>I can tell some simple stories with repetitive language from memory</p> <p>I can clap the beats (syllables) in my name</p> <p>I talk about my favourite books, with some support</p> <p>I can say when 2 words rhyme</p> <p>I can trace over the letters in my name</p> <p>I handle books carefully, turning the pages and holding the book correctly.</p>	<p>I can count aloud to 10</p> <p>I can count 1-5 objects and actions</p> <p>I can represent numbers 1-5 using my fingers</p> <p>I can count different arrangements of objects which cannot be moved, with support (e.g. on playing cards or on a screen)</p> <p>I can take turns to play maths games which involve counting and recognising numbers, with support.</p> <p>I can say when 2 amounts are the same (up to 5) just by looking.</p> <p>I can say when 2 quantities are the same (size, capacity, length) just by looking</p> <p>I use 2d and 3d shapes to create my own pictures and models</p> <p>I can copy ABAB patterns using different resources (including instruments, art tools, loose parts and construction equipment)</p> <p>I understand the language of time: <i>first, next, then, last</i></p>	<p>I know the key features of the life cycle of a chick, frog, and butterfly, talking about what I've seen first-hand.</p> <p>I can name a variety of animals and their young</p> <p>I can spot similarities and differences between different types of animals</p> <p>I understand some key vocabulary used to describe animals. I show this by finding and matching objects and descriptions.</p> <p>I am beginning to use the new vocabulary I've learn to describe different types of animals</p> <p>I am beginning to understand how to care for living things such as pets and farm animals.</p> <p>I can talk about changes that happen when we're cooking different recipes</p> <p>I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters</p>	<p>I can act out every day synarios in a group, I often repeat the same role play many times</p> <p>I use small world props and puppets to retell known stories, sometimes with the support of an adult</p> <p>I sing known songs by following the pitch of the melody to form a recognisable tune</p> <p>I can copy simple rhythms to match songs and rhymes</p> <p>I can join materials, using split pins and cable ties, with adult support</p> <p>I can create new colours by mixing two colours together, with adult support</p> <p>I can roll and scrunch paper to add to my creations.</p> <p>I can make observational drawings by looking closely to replicate shapes, with support</p>

Week	Key text	Supplementary texts	Key questions	Substantive Knowledge	Key Vocabulary	Development matters link
Week 1			<p>What animal are born in spring? What changes can you see in spring? What is the weather like in spring?</p>	<ul style="list-style-type: none"> I can name a variety of animals and their young. I can spot similarities and differences between different types of animals I understand some key vocabulary used to describe animals. I show this by finding and matching objects and descriptions. 	Spring Habitat Chicks Young Calves Bunnies Lamb Change Buds Daffodils Tulips Weather	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>
Week 2			<p>Why does the hen sit on the eggs? How does an egg hatch? What is the life-cycle of a chick?</p>	<ul style="list-style-type: none"> I know the key features of the life cycle of a chick, frog, and butterfly, talking about what I've seen first-hand. I can name a variety of animals and their young I am beginning to use the new vocabulary I've learn to describe different types of animals 	Egg Chick Hatch Crack Hen Nest Bird	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Use all their senses in hands-on exploration of natural materials.</p>
Week 3			<p>What is the life-cycle of a butterfly?</p>	<ul style="list-style-type: none"> I can explain myself, in simple sentences, sticking to a theme in conversations, sometimes with support I can understand, and am beginning to answer, <i>how</i> questions. 	Butterfly Egg Caterpillar Crysllis Change Insect	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
Week 4			<p>What is the life-cycle of a frog?</p>	<ul style="list-style-type: none"> I know the key features of the life cycle of a chick, frog, and butterfly, talking about what I've seen first-hand. I am beginning to use the new vocabulary I've learn to describe different types of animals 	Frog Tadpole Eggs Froglets Frog spawn Amphibians	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Use all their senses in hands-on exploration of natural materials.</p>



Linden Primary School Medium Term Plan – Nursery Spring



Nursery Spring 2 Milestones to work towards to be 'on track'						
CL	PSE	PHS	Lit	Maths	UW	EAD
<p>I pay attention and respond appropriately to adults and other children, by taking turns in conversation or following 2-part instructions, sometimes with support</p> <p>I can choose and sing my favourite nurse rhyme / simple song using props and visual prompts to remind me.</p> <p>I join in with stories and have some favourites</p> <p>I continue to name and describe more people, objects, and events, beyond my own experience.</p> <p>I can explain myself, in simple sentences, sticking to a theme in conversations, sometimes with support</p> <p>I can understand, and am beginning to answer, <i>how</i> questions.</p>	<p>I ask my friends or adults for help if I can't do something.</p> <p>I can follow our routines without help</p> <p>I can follow our class rules</p> <p>I can share and take turns during group time</p> <p>I can talk about the emotions of characters in books in simple terms</p> <p>I play with other children, using talk and actions to communicate as we play.</p> <p>I can concentrate to complete an adult led activity, with support.</p> <p>I follow 1-part instructions independently.</p>	<p>I can hop one 1 leg</p> <p>I can climb up and down stairs, and over large apparatus, using alternative feet, sometimes with support.</p> <p>I can balance across a plank, along a line or to ride a trike / scooter</p> <p>I can use scissors to cut along straight and curved lines</p> <p>I can hold a pen or pencil, usually using a tripod grip.</p>	<p>I know some songs and rhymes from memory</p> <p>I can tell some simple stories with repetitive language from memory</p> <p>I can clap the beats (syllables) in my name</p> <p>I talk about my favourite books, with some support</p> <p>I can say when 2 words rhyme</p> <p>I can trace over the letters in my name</p> <p>I handle books carefully, turning the pages and holding the book correctly.</p>	<p>I can count aloud to 10</p> <p>I can count 1-5 objects and actions</p> <p>I can represent numbers 1-5 using my fingers</p> <p>I can count different arrangements of objects which cannot be moved, with support (e.g. on playing cards or on a screen)</p> <p>I can take turns to play maths games which involve counting and recognising numbers, with support.</p> <p>I can say when 2 amounts are the same (up to 5) just by looking</p> <p>I can say when 2 quantities are the same (size, capacity, length) just by looking</p> <p>I use 2d and 3d shapes to create my own pictures and models</p> <p>I can copy ABAB patterns using different resources (including instruments, art tools, loose parts and construction equipment)</p> <p>I understand the language of time: <i>first, next, then, last</i></p>	<p>I know the key features of the life cycle of a chick, frog, and butterfly, talking about what I've seen first-hand.</p> <p>I can name a variety of animals and their young</p> <p>I can spot similarities and differences between different types of animals</p> <p>I understand some key vocabulary used to describe animals. I show this by finding and matching objects and descriptions.</p> <p>I am beginning to use the new vocabulary I've learn to describe different types of animals</p> <p>I am beginning to understand how to care for living things such as pets and farm animals.</p> <p>I can talk about changes that happen when we're cooking different recipes</p> <p>I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters</p>	<p>I can act out every day synarios in a group, I often repeat the same role play many times</p> <p>I use small world props and puppets to retell known stories, sometimes with the support of an adult</p> <p>I sing known songs by following the pitch of the melody to form a recognisable tune</p> <p>I can copy simple rhythms to match songs and rhymes</p> <p>I can join materials, using split pins and cable ties, with adult support</p> <p>I can create new colours by mixing two colours together, with adult support</p> <p>I can roll and scrunch paper to add to my creations.</p> <p>I can make observational drawings by looking closely to replicate shapes, with support</p>