



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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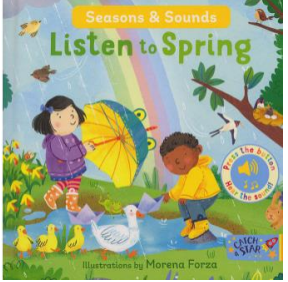
Nursery Spring 1 – Disciplinary Knowledge

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 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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		<p>I can name more people, objects, and events beyond my own experience, with support.</p>				<p>Collect signs of spring to build a collage. Display.</p>		<p>Spring spotting walk.</p>	<p>Maths assessments.</p>	<p>explore find grow</p>	
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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 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>
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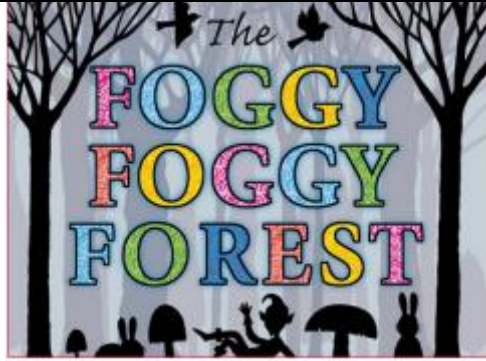



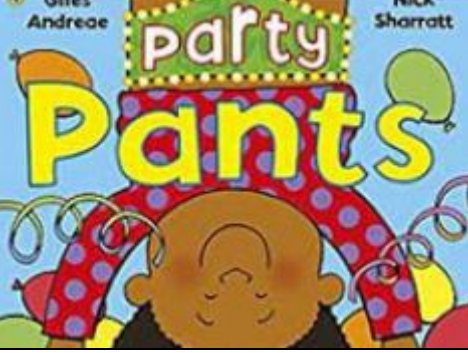
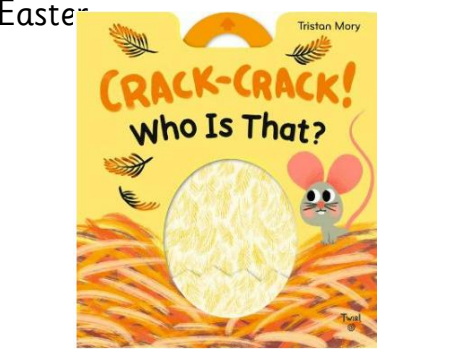
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Nursery Spring 2 – Disciplinary Knowledge

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>Enjoy listening to longer stories and can remember much of what happens.</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 or paintbrush, 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 some life cycles, 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 learned 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 scenarios 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 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 (Author study – Nick Sharrat)	Substantive Knowledge Development matters link	Spoken outcome/key question	Maths Outcome	Cooking/ gardening activity	Art/ D&T activity	Parental Engagement/ Extra Curricular Activity	Forest school	Assessment	Key Vocabulary	Trips
1		Enjoy listening to longer stories and can remember much of what happens.	What can you see?		Create a fairy garden	Create a foggy picture using chalk pastels.		A walk in the forest to spot the characters from the story.	Phonics assessments	foggy forest hidden	
2		I pay attention and respond appropriately to adults and other children, by taking turns in conversation or following 2-part instructions, sometimes with support	What do you like to eat?		Baking tarts for the witches kitchen.					mix spin whisk	
3		I join in with stories and have some favourites	What will you find?		plant broccoli	Create our own treasure.	To go on a treasure hunt.	Follow the clues to find the treasure		discover map special	
4		I can say when 2 words rhyme	What do you think it could be?		plant runner beans.	To create our own telescopes.				disguise found	

5		I continue to name and describe more people, objects, and events, beyond my own experience.	What can you find in the shop?		decide as a class what to make based on what buying from the shop.	create flaps to show pictures of what we have made.				open close fold	Write a shopping list as a class, walk to tesco and buy the items.
6		I can explain myself, in simple sentences, sticking to a theme in conversations, sometimes with support	How would you describe...							loose tight giant	
7	<p>Easter</p> 	I know the key features of soe life cycles, talking about what I've seen first-hand.			Chocolate nests.		Spring craft morning				



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



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<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 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 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 know some songs and rhymes from memory</p> <p>I can tell some simple stories with repetitive language from memory</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 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 act out every day scenarios in a group, I often repeat the same role play many times</p>
<p>I can choose and sing my favourite nursery rhyme / simple song using props and visual prompts to remind me.</p>	<p>I can share and take turns during group time</p>	<p>I can balance across a plank, along a line or to ride a trike / scooter</p>	<p>I can clap the beats (syllables) in my name</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 spot similarities and differences between different types of animals</p>	<p>I use small world props and puppets to retell known stories, sometimes with the support of an adult</p>
<p>I join in with stories and have some favourites</p>	<p>I can talk about the emotions of characters in books in simple terms</p>	<p>I can use scissors to cut along straight and curved lines</p>	<p>I talk about my favourite books, with some support</p>	<p>I can take turns to play maths games which involve counting and recognising numbers, with support.</p>	<p>I understand some key vocabulary used to describe animals. I show this by finding and matching objects and descriptions.</p>	<p>I sing known songs by following the pitch of the melody to form a recognisable tune</p>
<p>I continue to name and describe more people, objects, and events, beyond my own experience.</p>	<p>I play with other children, using talk and actions to communicate as we play.</p>	<p>I can hold a pen or pencil, usually using a tripod grip.</p>	<p>I can trace over the letters in my name</p>	<p>I can say when 2 amounts are the same (up to 5) just by looking</p>	<p>I am beginning to use the new vocabulary I've learn to describe different types of animals</p>	<p>I can copy simple rhythms to match songs and rhymes</p>
<p>I can explain myself, in simple sentences, sticking to a theme in conversations, sometimes with support</p>	<p>I can concentrate to complete an adult led activity, with support.</p>		<p>I can handle books carefully, turning the pages and holding the book correctly.</p>	<p>I can say when 2 quantities are the same (size, capacity, length) just by looking</p>	<p>I am beginning to understand how to care for living things such as pets and farm animals.</p>	<p>I can join materials, using split pins with adult support.</p>
<p>I can understand, and am beginning to answer, <i>how</i> questions.</p>	<p>I follow 1-part instructions independently.</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 can talk about changes that happen when we're cooking different recipes</p>	<p>I can create new colours by mixing two colours together, with adult support</p>
			<p>I handle books carefully, turning the pages and holding the book correctly.</p>	<p>I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters</p>	<p>I can make observational drawings by looking closely to replicate shapes, with support</p>	
			<p>I handle books carefully, turning the pages and holding the book correctly.</p>	<p>I understand the language of time: <i>first, next, then, last</i></p>		



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