



Nursery Medium Term Plan

Spring 1 – Bears

	Week 1 08/01/24	Week 2 15/01/24	Week 3 22/01/24	Week 4 29/01/24	Week 5 05/02/24
Events / Info	Back to school- 8 th Jan Winter Walk in school	Lohri- 13 th Jan	Making bear biscuits- cooking room	Number day- 2 nd Feb Dress up as your favourite number Teddy Bear Picnic with parents	Bring your bear to school Pyjama day with bears Thursday 8 th Feb- Last day of term
Focus Book	Snowy Bear	Goldilocks and The Three Bears	Biscuit Bear	We're Going on a Bear Hunt	Peace at Last
Communication and Language	To understand instructions with two parts. To develop attention during a small group story/song session. To understand simple 'who' and 'what' and 'where'.				

PSED Jigsaw – Celebrating Difference	To select and use activities and resources, with help when needed. To achieve a goal, they have chosen, or one which is suggested to them. To be able to unzip a jacket and separate the shank and do up button three or four buttons. To be able to pull down simple clothing (i.e. pants with elastic waist band) independently. To know what to do if they are hungry or thirsty To help at tidy up time.				
	Accept that everyone is different - What am I good at?	Include others when working and playing - I'm Special, I'm Me	Know how to help if someone is being bullied - Families	Try to use kind words - Making friends	Know how to give and receive compliments - <i>Standing up for yourself</i>
Physical Development	Gross Motor To run around with control. To develop their balance on one leg. To jump over a line and forwards on 2 feet. To independently get on/off a tricycle or scooter. To kick a ball. To move to music. Fine Motor To complete different fine motor activities daily to strengthen fingers (threading, cutting, hole punches, pressing, playdough, squeezing, popping, tearing paper, screwing, open and close bottles and containers, tweezers). To build taller and more complicated structures with the blocks or similar resources. To hold mark making tools with their thumb and fingers. Introduction to PE/Unit 1 Dance				
Literacy	To make random marks with their fingers and some tools. To engage in a variety of ways to make marks e.g. making marks in dough/clay/sand. To hold a paint brush to make marks or using chalk on the ground in the garden etc. To enjoy and recite learned rhyming words or alliterative phrases in familiar storybooks or nursery rhymes. To retell a favourite story using the pictures and their memory.				

Maths	<p>To recite numbers past 5.</p> <p>To enjoy stories with numbers such as ‘The 3 Little Pigs’/Goldilocks and the three bears</p> <p>To understand that you can count things and will have a go with varying success.</p> <p>To begin to notice numbers in the environment and recognise them when singing number songs.</p> <p>To begin to use the language of comparing e.g. now we have less or more.</p> <p>To count on their own in sequence to 5</p> <p>To join in counting to 10 with a grown up.</p> <p>To compare sets and say when there is more or the same.</p> <p>To understand positional language: 'in', 'on', 'under' when playing a game or finding something.</p> <p>To continue the next 2 parts of an AB pattern and say what the pattern consists of.</p> <p>To use language to compare objects by size (small, medium, large).</p>				
Understanding the World					
Computing	<p>To Know that technology can be used to communicate with others such as tapestry is how the adults can see what they have done at nursery.</p> <p>To show an interest in programmable toys such as remote control cars.</p>				
The Natural World (Science/ Geography)	<p>To explore collections of materials with similar and/or different properties such as sticks from the wood.</p> <p>To talk about what they see, using a wide vocabulary.</p> <p>To understand the need to respect and care for the natural environment and all living things, even spiders!</p> <p>To talk about the changing seasons, especially winter.</p> <p>To learn about different type of bears and where they live around the world.</p> <p>To talk about different habitats for bears & hibernation.</p>				
Past and Present (History)	<p>To understand that they were a baby and can talk about some of the things they did especially when looking at a photo of when they were a baby.</p> <p>To talk about a character in a book based in a different country.</p> <p>If appropriate, to talk about holidays they have been on</p>				
People Culture and Communities (R.E.)	<p>To talk about the different roles people, have in the community.</p> <p>To widen their knowledge of religious celebrations including Chinese New Year.</p>				
	Celebrations - How do people celebrate?	Celebrations - What is Lohri?	Celebrations - How do people celebrate?	Celebrations - How do people celebrate?	Celebrations - How do people celebrate?

**Expressive Art and
Design**
*(Art and Design
Music)*

To make simple models which express their ideas.

To explore colour and colour mixing this could be powder paint in puddles or making paints.

To talk about their creation and begin to tell you how they made it.

Drawings are becoming more detailed and people will start to include features like a nose and ears.

To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings.

To use open-ended resources in their imaginative play.