



Nursery Medium Term Plan Spring 2 – Space & Superheroes

	Week 1 W/B 19/02/24	Week 2 W/B 26/02/24	Week 3 W/B 04/03/24	Week 4 W/B 11/03/24	Week 5 W/B 18/03/24	Week 6 W/B 25/03/24
Events / Info	Back to school- 19 th Feb		World Book Day- 7 th March- dress up as your favourite story character.	Mothers Day- 10 th March Science Week 8-17 March Red Nose Day- 15 th March Ramadan	Nursery Superhero dress up day- 22 nd March	Holi- 25 th March Nursery last day of term- Wednesday 27 th March Easter- 31 st March
Focus Book Focus song	Whatever Next - Jill Murphy Zoom zoom we're going to the moon	The Way back home - Oliver Jeffers Planet song	How to catch a star - Oliver Jeffers Twinkle Twinkle little Star	Aliens love underpants- Claire Freedman 5 little men in a flying saucer	Supertato- Sue Hendra Supertato song	Superworm- Julia Donaldson There's a worm at the bottom of my garden
Communication and Language	<p>To increase vocabulary and begin to use new words introduced in the correct context.</p> <p>To express emotions towards adults and peers using words.</p> <p>To understand turn taking in conversations</p> <p>To learn new words related to space, superheroes and Easter.</p> <p>To talk about superheroes and powers.</p> <p>To learn new topic vocabulary about the solar system</p>					

<p>PSED</p>	<p>To help at tidy up time. To find solutions to conflicts and rivalries with the help of the adult Children take part in group play, communicating and negotiating. To understand we need to take turns with the different things at Nursery.</p>					
	<p>Jigsaw- Healthy Me</p>	<p>Jigsaw- Healthy Me</p>	<p>Jigsaw- Healthy Me</p>	<p>Jigsaw- Healthy Me</p>	<p>Jigsaw- Healthy Me</p>	<p>Jigsaw- Healthy Me</p>
<p>Physical Development</p>	<p>Gross Motor</p> <p>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.</p> <p>Fine Motor</p> <p>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. To be able to open zip lock bags, containers and lunch boxes. To trace on thick lines. To be able to turn single pages.</p> <p>Get Set PE- Fundamentals Unit 1</p> <p>Pupils will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Pupils will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.</p>					
<p>Literacy</p>	<p>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. To take part in interactive reading. To respond to the features of the story. To know the correct way to hold and handle a book to 'read'.</p>					

Maths	<p>To recite numbers past 5.</p> <p>To have fast recognition of up to 3 objects, without having to count them individually ('subitising').</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 expand their vocabulary relating to measures and talk about things that are long, tall, high, heavy, full, etc. rather than just 'big'.</p> <p>To sequence simple stories.</p> <p>To talk about something they do in the morning and something they do at night-time</p>
Understanding the World	<p>To notice seasonal changes</p> <p>To show an interest in the world around them</p> <p>To engage in discussions, and express their thoughts and ideas about the universe</p>
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> <p>To begin to know too much screen time is not good for us.</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 through experiments (properties of moon sand, outer space discovery bottles, fizzy moon painting, space sensory bin, gravity experiments).</p> <p>To identify Earth and Space in pictures.</p> <p>Science- forces, magnets, lights, rocks, earth and space.</p> <p>To learn about space, planets, stars, astronauts, the galaxy.</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 Spring.</p> <p>To notice the changes that have happened to the bulbs they have planted.</p> <p>To explore change within materials such as water and sand.</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.)

To talk about the different roles people, have in the community.
To widen their knowledge of religious celebrations including Easter, Holi, Ramadan..
To comment on the previous experiences, they have had.
Discuss the Easter story

Celebrations
What is Easter?
Signs of Spring

Celebrations
What is Easter?
Signs of Spring

Celebrations
What is Easter?
Easter a Christian celebration

Expressive Art and Design (Art and Design, Music)

To make simple models which express their ideas.
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.
To be able to take on a role from a simple story.
To sing the pitch of a tone sung by another person ('pitch match').
To begin to clap or tap to the pulse of songs or music.
To begin to experiment with different ways of playing instruments.