



MEDIUM TERM PLAN – NURSERY – Traditional tales / SEASONS / CELEBRATIONS – Spring, chinese new year, valentine’s day, mother’s day

Purpose	Links to Curriculum Intent	Exciting Event	Assessment
Introduce seasons of Winter and Spring Take part in key celebrations Explore traditional tales stories Learn about healthy eating	<ul style="list-style-type: none"> • Curious learners with a love of learning. • language and communication • work collaboratively and with respect • having opportunities to get messy • imaginative learners 	The hungry caterpillar - Visit from Dentist Celebrations – Making cards, Dancing, Food tasting Dressing up Traditional tales – porridge tasting, cooking Gingerbread, house building	Spring Data
Children’s prior knowledge and experiences Prior knowledge of the season of Autumn Prior knowledge of festivals (including Christmas and Diwali) Prior knowledge of how stories are structured and joining in repeated refrains		Key Texts The Three little pigs, Goldilocks and the three bears, The Gingerbread man, The very Hungry Caterpillar	Programmes <i>Phonics Phase 1 games</i>
Key Vocabulary Winter, spring, seasons, change, past, present, mathematical language of size and weight, days of the week, people who help us – police, fighters, ambulance service, doctors, nurses, dentist, grow, seed, shoot, flower		Specific changes to learning environment Displays linked to topics Reading Area with Key text Home corner links to festivals / celebrations Outdoor environment and Forest school	Key Resources Natural resources (including from the environment), Phonics resources Maths resources, Story sacks and role play resources

Personal, Social & Emotional Development	New starters, January intake: Purpose settling in. Enjoys the company of other children and wants to play with them: Begins to accept others playing nearby. Will interact with others in play. Manages to share or take turns with adult guidance: Settles to some activities for a while: Shows sustained interest for an activity. Doesn't flit from activity to activity
	SELF REGULATION - Small Steps focus areas from progression map: Learning Intentions to be covered in this project
	Begins to follow instructions (Will attempt to follow a simple instruction, Can follow others cues) Is developing his/her sense of responsibility and role within the setting (Selects and uses resources appropriately, Can follow Nursery rules, Will help to tidy resources away, Begins to share resources and take turns) Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'. (Begins to recognise feelings in others, Begins to comfort others, Talks with others to solve conflicts.)
	MANAGING SELF - Small Steps focus areas from progression map: Learning Intentions to be covered in this project
	Begins to independently meet their own needs (Access toilet, Drink from a cup, Feed themselves, Dress and undress with support) Increasingly follows rules, understanding why they are important Accesses resources in the setting independently (Explores the different areas of the Nursery, Tries out new resources)
	BUILDING RELATIONSHIPS - Small Steps focus areas from progression map: Learning Intentions to be covered in this project
	Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting. (Will begin to play with other children, Will interact with a range of adults, Will participate in group times) Begin to have a sense of others (Can identify that others are also part of their group/ class, Identify with own family, Begin to recognise that other children have differences e.g families, looks, disabilities) Can begin take turns with resources and activities
	Team Planning Notes: Circle time activities, sharing and turn taking, exploring new resources, looking at similarities and difference between self and others

Communication and Language	<p>New Starters: January intake Can they shift from one task to another if you get their attention. Responds to their name. Responds to the tambourine. Can stop play when requested. Use around 300 words including words for time. Linking up to five words together. Use pronouns, prepositions and plurals. Can show they understand action words by pointing to a picture.</p>
	<p>LISTENING, ATTENTION & UNDERSTANDING - Small Steps focus areas from progression map: Learning Intentions to be covered in this project</p>
	<p>Begins to follow a two-part instructions reasonably well (eg Get me the scissors and some paper from the drawer please) Enjoys listening to longer stories and can remember key events. (Joins in with repeated refrains, Maintains attention for a sustained period of time, Engages in activities linked to stories read, Is beginning to be able to pay attention to more than one thing at a time)</p>
	<p>SPEAKING - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Uses longer sentences of four to six words. (Weekend news sharing, Use talk in their play, Explaining their play, Engage in conversation with adults and peer, Talk about home life and celebrations) Beginning to recognise the rhyme in songs (Identifying what a rhyming word is, Joining in with repeated refrains in stories and rhymes, Beginning to find the rhyming words in songs and stories, Phase 1 rhyming activities, Weekly music session) Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver." (Interacts with peers and adults in their play, Holds a two way conversation with others) Begins to learn new vocabulary linked to curriculum themes Begins to use social words and simple phrases</p>
	<p>Team Planning Notes: Daily story time, Daily Rhymes, Role Play to encourage talk and retelling of stories, weekly news sharing, Phase 1 games, Rhyme and Alliteration, Traditional tales stories, weekly music session</p>
Physical Development	<p>New starters: January intake Can climb confidently: Uses Nursery play equipment. Can climb steps with alternative feet Can catch and kick a large ball: Can peddle a tricycle: Can sit comfortably on a chair</p>
	<p>GROSS MOTOR SKILLS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Goes up steps and stairs, or climbs up apparatus, using alternate feet. (Can step on and off low level objects, Uses the Nursery play centre to walk up steps one foot at a time, Can use the netting to climb up, Can confidently use trikes and begin to explore the balance bikes) Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (Joins in songs such as head, shoulders, knees and toes, Hokey Kokey, Happy and you know it, Wind the bobbin up etc) Is able to make some healthy choices about food, drink, activity and tooth brushing. (I can clean my hands before eating and when dirty, I can attempt to put my own coat on with support, Oral hygiene – I can learn how to brush my teeth)</p>
	<p>FINE MOTOR SKILLS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>I will begin to use one handed tools. I can use scissors with support I can taste a range of foods and different foodstuffs. I can use different tools to make changes to materials e.g dough, foam, paint etc.</p>
	<p>Team Planning Notes: Weekly music sessions, Daily singing and action rhymes, use Nursery outdoor climbing equipment, Dentist to visit to talk about Oral Health, Bikes and Trikes, Dough Disco, Fine motor activities, Chinese Music and movement, healthy eating</p>

Literacy	COMPREHENSION - Small Steps focus areas from progression map: Learning Intentions to be covered for this project
	To retell stories – beginning, middle and end (To be able to use a story map to retell a story; Act out stories they have heard) Uses vocabulary influenced by stories (Act out a narrative; Use language from stories in their role play)
	WORD READING - Small Steps focus areas from progression map: Learning Intentions to be covered for this project
	Understand simple story structure. Know a story has a beginning and an end. Talk about characters
	WRITING - Small Steps focus areas from progression map: Learning Intentions to be covered for this project
	Understand simple story structure <i>Team Planning Notes:</i> Daily story time, Winter stories, Act out Chinese New Year story, Tradition tale topic, porridge tasting, cooking, size ordering, weight, healthy eating and oral hygiene.
Mathematics	NUMBER - Small Steps focus areas from progression map: Learning Intentions to be covered for this project
	Knows that the last number counted gives the total so far Tag each object with one number word Can say how many are in a set in total Can partition a number of things into two groups Can recognise that the groups can be recombined to make the same total
	NUMERICAL PATTERNS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project
	Continue an ABAB pattern <i>Team Planning Note, Daily counting activities, Weekly Maths activity, Maths area reflect maths activity.</i> Number songs and rhymes, counting in traditional tales, sequencing days of the week, creating patterns
Understanding the World	PEOPLE CULTURES & COMMUNITIES: Small Steps focus areas from progression map: Learning Intentions to be covered for this project
	Shows interest in different occupations
	THE NATURAL WORLD - Small Steps focus areas from progression map: Learning Intentions to be covered for this project
	Explores collections of materials with similar and/or different properties. Compares Autumn leaves with Spring leaves. Explores and talks about different forces he/she can feel. Plants seeds and cares for growing plants. Understands the key features of the life cycle of a plant and an animal.
	PAST & PRESENT - Small Steps focus areas from progression map: Learning Intentions to be covered for this project
	Is beginning to make sense of his/her own life-story. I can use a photo to talk about how I have changed since I was a baby <i>Team Planning Notes:</i> Cbeebies lets Celebrate programmes for Eid, Chinese New Year and Easter, Food Tasting (Chinese, Hot cross buns), Talking about family celebrations, Circle time where children share baby photos, talking about change. Change in the seasons from Autumn to Winter and Winter to Spring, Exploring ice melting, Growing sunflower seeds, lifecycle of the Sunflower, Mother’s Day activities, People Who Help us
	CREATING WITH MATERIALS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project
	Can join different materials and explore different textures. Engages in messy play Manipulates playdough Begins to cut and stick different media and materials Accesses a variety of construction materials to build and join

Expressive Arts & Design	Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects.
	BEING IMAGINATIVE & EXPRESSIVE - Small Steps focus areas from progression map: Learning Intentions to be covered for this project
	<p>Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Responds to what he/she has heard, expressing his/her thoughts and feelings</p> <p>Plays instruments with increasing control to express his/her feelings and ideas.</p> <p>Moves in response to music</p> <p>Begins to talk about how they feel</p> <p>Can sing a simple song to a tune</p>
	Team Planning Notes: Colour mixing, Painting using a variety of media, cutting activities, winter pictures and paintings, Role play linked to stories, Moving in response to different types of music, weekly music time, daily singing of songs and rhymes.