

Nursery Medium term plan
Spring Term 2 2024
Foundation Stage – Where does it grow?

Nursery learning intentions are taken from Development Matters 3-4 years

Vocabulary: field, garden, vegetable, grow, plant, flower, water, seed, tractor, horse, plough, farm

Area of Learning	Week 1 19.2.24 The Enormous Turnip	Week 2 26.2.24 The Enormous Turnip	Week 3 4.3.24 Maisy grows a garden	Week 4 11.3.24 Maisy grows a garden	Week 5 18.3.24 Jack and the beanstalk	Week 6 25.3.24 Jack and the beanstalk	
PSED through other six areas of learning	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Access the creative area with increasing independence.	Develop their sense of responsibility and membership of a community. How did the family in the story help each other?	Make healthy choices about food, drink, activity and toothbrushing. Discuss the food Maisy grows in her garden.	Remember rules without needing an adult to remind them. Use photo rules to support childrens understanding	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Discuss how the characters felt in the story Circle times about how we feel, when and why	Play with one or more other children, extending and elaborating play ideas. Small world Jack and the beanstalk – feelings and thoughts	
Global Citizenship Oxfam	Empathy • show sensitivity to people's feelings and needs	Self-awareness and reflection • recognise, name and deal with feelings in a positive way • notice some effects of own actions on others • identify how people are feeling (e.g. happy, sad, worried)	Communication • listen to others • take turns to express a view				

CLL&L - plus daily 10min Letters and sounds Phase 1	<p>Understand 'why' questions, like: "Why do you think the old man called the old woman?"</p> <p>Make zig zag books of the story Trace and write names Play listening games related to the story</p>	<p>Be able to tell a long story.</p> <p>Talk 4 Writing story map Draw and label vegetables Name and describe</p>	<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Act out the story with props Play the shopping list game Draw and describe the food Maisy grew</p>	<p>Learn new vocabulary e.g. Names of plants and tools</p> <p>Look at non-fiction books about vegetables Match the syllables to the vegetable</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Visual and aural discrimination – matching, lotto, snap.</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Draw around an adult and a child and label – Jack and giant</p> <p>Draw and label a bean</p>	
Maths – plus daily 10min carpet maths	<p>.Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Sing animal number rhymes to 10 with numerals</p> <p>Match amounts of vegetables in the tuff spot to numerals</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Pay for vegetable with 1p coins in class shop Play 10 little tractors Use balances to weigh items</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Use vegetables and a small world garden</p>	<p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Use numerals to label amounts</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Ordering numerals – up to 10 Punch and count holes in leaves Add quantities on leaves Count bugs</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Build a beanstalk Measure giant footsteps and compare</p>	

UW Geography Sticky Knowledge Describe what they see in photos e.g. frogs, food, weather. History Sticky knowledge To be able to name horse, tractor, plough.	Understand the key features of the life cycle of a plant and an animal. https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-the-enormous-turnip/zkj3vk7	Begin to understand the need to respect and care for the natural environment and all living things. Use Simple city Garden centre Tuff spot – earth, flower pots, tools, seeds, gardening gloves Grow carrot tops	Plant seeds and care for growing plants. Plant sunflower seeds and have a growing competition	Plant seeds and care for growing plants. Make Mr/Mrs Potato Head with matchsticks, sticky eyes etc.	Explore and talk about different forces they can feel. Magnets – trains and wands Water – pushing things under water	Talk about the differences between materials and changes they notice. Ice with magic beans	
PD Healthy Movers every week	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Include vegetable printing	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Cut and stick vegetables in the garden	Use one-handed tools and equipment, for example, making snips in paper with scissors. Collage flowers in Maisy's garden	Use one-handed tools and equipment, for example, making snips in paper with scissors. Collage vegetable shapes Trace outlines	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Punch leaves and thread laces	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Climbing outside – climbing frame as castle Draw with chalks outside Trace outline of a castle and add characters	
EAD Tumble Tots Sticky Kids Let's Dance Kids Music Mike	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls	Join different materials and explore different textures. Make masks from the story Paint vegetables	Explore different materials freely, to develop their ideas about how to use them and what	Develop their own ideas and then decide which materials to use to express them.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw the castle	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Make a collage	

	<p>houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Create a small world for the puppets Make character puppets</p>		<p>to make.</p> <p>Make a junk model greenhouse or shed to grow veg in</p>	<p>Draw and label the vegetables</p>	<p>and use water colours</p>	<p>beanstalk with cotton wool clouds Decorate magic beans Build a beanstalk with duplo bricks</p>	
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