

## Early Years Foundation Stage

### Medium Term Plan Spring 1

#### Nursery

# SHINE!



<b>CL</b>	<b>PSED</b>	<b>PD</b>	<b>L</b>	<b>M</b>	<b>UtW</b>	<b>EAD</b>
Children will use sentences of four to six words; for example “I want to play with cars” or “what’s that thing called?” and begin to use future and past tense; “I am going to the park” and “I went to the shop”	Children will play alongside others and take part in pretend play (for example ‘mummy, daddy’)	Children will start taking part in some group activities which they make up for themselves, or in teams. Children will match their developing physical skills to tasks and activities in the setting; for example they decide whether to crawl, walk or run across plank, depending on its length and width. Children will use one-handed tools and equipment, use a comfortable grip with good control when holding pens and pencils and show a preference for a dominant hand.	Children will understand some of the five key concepts about print; we read English text from left to right and from top to bottom and the names of the different parts of a book.	Children know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) and can show ‘finger numbers’ up to 5. Children can solve real world maths problems with numbers up to 5 and describe a familiar route. Children can combine shapes to make new ones; an arch, a bigger triangle etc. Children can extend and create ABAB patterns; stick leaf stick leaf and notice and correct an error in a repeating pattern.	Children will explore collections of materials with similar and/or different properties, will explore how things work, explore and will talk about different forces they feel. Children will have some knowledge that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Children will begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc. Children will develop their own ideas to decide which materials to use to express them. They will use drawing to represent ideas like movement or loud noises and show different emotions in their drawings/paintings like happy, sad, scared etc. They will explore colour and colour-mixing and respond to what they have heard, expressing their thoughts and feelings. Children will sing the pitch of a tone sung by another person of familiar songs.

### **Seasons!**

We will continue to explore the four seasons (Spring/Summer/Autumn/Winter) and how different the weather can look in each of them. We will use different items of clothing and different foods we may eat more of to distinguish which season too. For example flip flops, swimming costumes and ice-lollies in Summer!

### **Nugget of Knowledge!**

Colour names

Season names

### **Colour!**

We will use our mathematical sorting skills to identify different colours and gather objects by colour into different groups.

### **Rainbow!**

We will create our own rainbows and experiment mixing colours to create new ones at the art table, in the water tray and in puddles outside!

**RAINBOW/**

**WEATHER/**

**BUTTERFLIES**

### **Create!**

We will use our listening ears to observe what rain sounds like on the roof. We'll use junk modelling to create our own rainmakers using plastic bottles and dry rice and lentils to mimic the sound of rain.

### **Explore!**

We will put on our puddle-suits to explore what happens to our environment outside before and after it has rained. Using our senses we will discuss what it looks/feels/smells like.

### **Life!**

We hope to keep caterpillars and watch closely at the life-cycle of a Caterpillar to a Butterfly. We will record these weekly and make life sketches of what we see.

### **Sing!**

We will learn the Rainbow Song using our voices and musical instruments and record a performance to send to our special grown-ups!