

As readers and writers/mark-makers we will be...

- Singing songs and saying rhymes independently, for example, singing whilst playing.
- Enjoying sharing books with an adult
- Adding some marks to our drawings, which we give meaning too, for example: "That says mummy."
- Engaging in extended conversations about stories, learning new vocabulary.
- To count or clap syllables in a word
- To make suggestions about what might happen next in a story
- To know that print carries meaning and is read left to right, top to bottom
- To identify and suggest rhymes
- To identify letters from my own name in other words
- To begin to identify some sounds during oral Blending games
- To find and identify familiar letters, (e.g. in their names)
- To start to write identifiable shapes and letters.

As mathematicians we will be...

- Reacting to changes of amount in a group of up to three items.
- Comparing weight using gesture and language – e.g. 'heavy'.
- Beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Making comparisons between objects relating to size, weight and capacity to show 'finger numbers' up to 5
- To experiment with my own symbols and marks as well as numerals
- To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- To recite numbers past 5
- To compare quantities using language: 'more than', 'fewer than'
- To identify, describe and compare groups of objects
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Physical Development/P.E.

- Fitting ourselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoying starting to kick, throw and catch balls.
- Building independently with a range of appropriate resources.
- Matching our developing physical skills to tasks and activities in the setting, for example, we decide whether to crawl, walk or run across a plank, depending on its length and width
- Choosing the right resources to carry out our own plan, for example, choosing a spade to enlarge a small hole we dug with a trowel
- To hold jugs and containers confidently and pour from one container into another
- To skip, hop, stand on one leg and hold a pose for a game like musical statues
- To begin to engage in threading, cutting, using tools, holding a pencil, mark making etc.
- To mark make.

Learning about people & the world, we will be...

- Exploring materials with different properties.
- Plant their own seeds and check how tall the plants grow
- Talk about the life cycle of a plant
- Explore how things work
- Begin to understand the need to respect and care for the natural environment and all living things
- To listen to traditional stories and notice changes in the buildings
- Begin to make sense of their own life story and family's history
- To show interest in the lives of people who are familiar to me
- To begin to role-play familiar people and different jobs e.g. shopkeeper
- To notice my friends have similarities and differences that connect them to, and distinguish them from, others. E.g. hair colour, gender
- To show interest in different occupations.



Four Swannes Primary School

Medium term plan Nursery
Spring 1,
2025

Spring 1 '25

'Once Upon A Time'

Traditional Tales

6.01 Week 1

The Princess & The Pea

13.01 Week 2

The Gingerbread Man

20.01 Week 3

Jack and the Beanstalk

27.01 Week 4

Chinese New Year

3.02 Week 5

Goldilocks

10.02 Week 6

The ginormous Turnip

Festivals/Special Occasions:

Chinese New Year

Bodhi Day (Buddhism)

Trips/Experiences:

Winter Walk

As communicators, we will be...

- Understanding single words in context- 'cup', 'milk', 'daddy'.
- Understanding frequently used words such as 'all gone', 'no', 'bye-bye'.
- Understanding simple instructions, e.g. 'stop'.
- Recognising and pointing to objects if asked about them
- Familiar with many rhymes and be able to talk about familiar books, and tell a long story.
- Developing our communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- To listen to traditional stories and retain key vocabulary.
- To be able to talk about story settings, characters and structure.
- To be able to use story language and connectives e.g. Once upon a time and then

Personally, Socially and Emotionally we will be...

- Playing with increasing confidence on our own and with other children, because we know their key person is nearby and available.
- Feeling confident when taken out around the local neighbourhood, and enjoy exploring new places with our key person.
- Feeling strong enough to express a range of emotions.
- To learn how to share resources and play in a group
- To take turns and await turn patiently
- To demonstrate a sense of self as an individual, e.g. want to do things independently, say "No" to adult
- To go to the toilet independently
- To seek out others to share experiences
- To show affection and concern the adults teachers and peers
- To be confident to talk to other children when playing together
- To keep play going by responding to what others are saying or doing.
- Increasingly follow rules, understanding why they are important
- Remembering rules without needing an adult to remind us
- Developing appropriate ways of being assertive
- Talking with others to solve conflicts.

Imaginatively and as artists, musicians and designers we will be ...

- Moving and dancing to music
- Anticipating phrases and actions in rhymes and songs, like 'Peepo'.
- Exploring paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Starting to develop pretend play, pretending that one object represents another, for example, holding a wooden block to my ear and pretending it's a phone
- Remembering and singing entire songs
- Developing our own ideas and then decide which materials to use to express them
- To begin to use scissors effectively
- To act out different scenarios from familiar stories
- To construct, Stacking blocks making enclosures and creating spaces.
- Talk about what they see, using a wide vocabulary
- To listen with increased attention to sounds
- To make imaginative and complex "small worlds" with blocks and construction kits, such as a city with different buildings and a park.