

Nursery Medium Term Plan – Spring 1

<p><u>Opportunities for Personal, Social and Emotional Development:</u></p> <ul style="list-style-type: none"> • Friendships – who is your friend? • Discussing emotions – feeling frightened/relieved • Beginning to talk about why they feel a certain way. • Problem solving opportunities. • Discussions about rules, right and wrong actions • Dialogical talk e.g I agree, I disagree • Voting 	<p><u>Opportunities for Communication and Language:</u></p> <ul style="list-style-type: none"> • Retell story using own words. • Describing characters using a range of adjectives. • Talking and describing what they will add into their own potions • Talking about where the children would fly to on their broomsticks and what they will see. • Talk about what they want to be when they grow up 	<p><u>Opportunities for Physical Development:</u></p> <ul style="list-style-type: none"> • Throw a ball into a cauldron – develop hand-eye coordination. • Broomstick races using sweeping brushes. • Cutting characters • Line/formation sheets • Make broomsticks using large sticks for handles and small sticks as the brush and tie them together with string (fine motor)
<p><u>Opportunities for Literacy:</u></p> <ul style="list-style-type: none"> • Drawing characters from the story. • Writing a recipe for a spell. • Story sequencing cards. • Making a potion and drawing what they will add • Picking and recognising sounds from cauldron • Silly soup game • Making a postcard/ letter for their friend 	<p><u>Core story:</u> (People Who Help Us) Room on the Broom</p> <p><u>Additional texts:</u> Postman Pat Foggy day Zak and the vet Flashing fire engines Going to the dentist The fire station At the doctor Bus driver</p>	<p><u>Opportunities for Mathematical Development:</u></p> <ul style="list-style-type: none"> • Capacity – making potions. • Counting how many people can sit on a broom – comparing length and numbers. • Cutting wands, characters and comparing sizes • Matching quantities to 1,2,3 (eyes,worms) • Witch shape- use the shapes to make a witch • Go on nature walk and collect some sticks to compare the lengths (longest to shortest)
<p><u>Opportunities for Understanding the World:</u></p> <ul style="list-style-type: none"> • Weather charts. • Making own mud monsters. • Talking about different scenarios and textures e.g 	<p><u>Opportunities for Expressive Arts and Design:</u></p> <ul style="list-style-type: none"> • Making own broomstick/magic wand. • Role play story. • Making witch hats/puppets. 	<p><u>Other stand-alone opportunities:</u></p> <ul style="list-style-type: none"> • Putting on and fastening coat. • Name writing. • Set 1 phonics.

mud, water etc

- Talking about what the children would like to be when they grow up e.g teacher, police officer, fire fighter etc.
- Talking about family members and what job they do.
- Visitors in to talk about their job roles.

- Junk modelling own dragon.
- Potions e.g making ingredients using playdough for potion
- Paint day and night pictures.
- Using instruments to make different sounds e.g of the wand, animals, all of the characters falling down.
- Paint a picture of what they want to be when they grow up.

- Taking off and putting on socks and shoes.
- Recognising first initial of their name.