

### Personal, Social and Emotional Development

- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.

### Expressive Arts and Design

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.

### Understanding the World

- Explore collections of materials with similar and/or different properties.
- Show interest in different occupations
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.

### Physical Development

- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

## Medium Term Planning

Year Group: Nursery

Term: Spring 1

# Transport

### Topics covered

Transport  
Trains  
Boats  
Buses

### Cultural Capital

Visit to Fire station

Role play area

Transport survey

### Communication & language

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Use longer sentences of four to six words.

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.

- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

### Literacy

- Write some letters accurately.

### Maths

- Compare quantities using language: 'more than', 'fewer than'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

## Literacy

<b>Spring 1</b>  <b>Transport</b>	Who sank the boat? by Pamela Allen	Stories with repetitive patterns	<b>To retell:</b> Write speech bubbles of the characters arguing on the boat
	The Train Ride by June Crebbin		<b>To recount:</b> Draw/write about a time when children have used the train and where they went. 'I went to the _____'

## Maths – Spring 1

<b>Spring</b>  <b>Starters:</b> <b>Number</b> <b>songs</b>	<b>Number 3</b> Subitising Subitising Subitising	<b>Number 3</b> 3 Little pigs 1:1 counting Numerals/Triangles	<b>Number 4</b> 1:1 counting Numerals Squares/rectangles	<b>Number 4</b> Composition of 4 Composition of 4 Composition of 4	<b>Number 5</b> 1:1 counting Numerals Pentagon	<b>Number 5</b> Composition of 5 Composition of 5 Composition of 5
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### Personal, Social and Emotional Development

#### Yearly Focus

- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- Play with one or more other children, extending and elaborating play ideas.
- Begin to understand how others might be feeling.

### Expressive Arts and Design

#### Yearly Focus

- 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.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

### Understanding the World

#### Yearly focus

- Talk about what they see, using a wide vocabulary.
- Continue to develop positive attitudes about the differences between people.

### Communication & language

#### Yearly Focus

- Can start a conversation with an adult or a friend and continue it for many turns
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

### Maths

#### Yearly focus

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
  - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

### Literacy

#### Yearly focus

- Write some or all their name
- Understand the five key concepts about print: – print has meaning – the names of the different parts of a book – print can have different purposes – page sequencing – we read English text from left to right and from top to bottom

### Physical Development

#### Yearly focus

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- 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.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Use large-muscle movements to wave flags and streamers, paint and make marks.