



Shortlanesend Nursery Mid Term Planning Spring 1  
**Little Feet, Big Adventures!**



	<b>Week 1</b> Week beginning <b>6<sup>th</sup> January</b>	<b>Week 2</b> Week beginning <b>13<sup>th</sup> January</b>	<b>Week 3</b> Week beginning <b>20<sup>th</sup> January</b>	<b>Week 4</b> Week beginning <b>27<sup>th</sup> January</b>	<b>Week 5</b> Week beginning <b>3<sup>rd</sup> February</b>	<b>Week 6</b> Week beginning <b>10<sup>th</sup> February</b>
<b>Themes:</b>	<b>Luna New Year 29<sup>th</sup></b>  National Storytelling Week 1 <sup>st</sup> -9 <sup>th</sup> Feb  <b>Winter/Ice</b>  Valentine's Day 14 <sup>th</sup> February					
<b>Enrichment Activities and In and out Days:</b>	Make New Year Calendars (Spring, Summer, Autumn, Winter)  Luna New Year parade 29 <sup>th</sup> January  Winter Weather (animals trapped in ice)  National Storytelling week (Children's favourite stories) 1 <sup>st</sup> -9 <sup>th</sup> Feb  Wellie Walk					
<b>Communication and Language (C&amp;L)</b>	Nursery Rhyme of the Week <b>Incy Wincy Spider</b>	Nursery Rhyme of the Week <b>One, Two, Buckle My Shoe</b>	Nursery Rhyme of the Week <b>The Grand Old Duke of York</b>	Nursery Rhyme of the Week <b>Twinkle Little Star</b>	Nursery Rhyme of the Week <b>Round and Round the Garden</b>	Nursery Rhyme of the Week <b>Mary, Mary Quite Contrary</b>
	<b>Birth – 3</b> I pay attention to dominant stimulus – easily distracted by noises or other people talking. I understand different situations - able to follow routine events and activities using nonverbal cues. I use different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).  <b>3 – 4</b> I have a single channelled attention; can shift to a different task if attention fully obtained – using my name helps focus. I have a single channelled attention; can shift to a different task if attention fully obtained – using my name helps focus. I am developing an understanding of simple concepts (e.g. fast/slow, good/bad). I use a variety of questions (e.g. what, where, who).					
<b>Makaton Sign of the Week Stage 1</b>	Here	There	To Look	To Stand Up	Goodbye	To Go



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<b>Personal, Social and Emotional Development (PSED)</b>	<b>SCARF:</b> People who help me and keep me safe		<b>SCARF:</b> Safety Indoors and Outdoors		<b>SCARF:</b> What's safe to go into my body	
	<p><b>Birth – 3</b> I explore confidently when I feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. I understands that my voice and actions causes an effect on others, e.g. clapping hands starts a game. I use a familiar adult to share feelings such as excitement and for “emotional refuelling” when feeling tired or anxious.</p> <p><b>3 – 4</b> I seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests. I experiment with my own and other people’s views of who I am through their play, through trying out different behaviours, and the way I talk about myself. I may recognise that some actions can hurt or harm others and begin to stop myself from doing something I should not do, in favourable conditions.</p>					
<b>Physical Development (PD)</b>	<b>Squiggle Whilst you Wiggle:</b> Move 4 – The Hump (& under the hump)	<b>Healthy Movers:</b> Steering	<b>Cosmic Kids:</b> <a href="#">Pedro the Penguin   A Cosmic Kids Yoga Adventure!</a>	<b>Squiggle Whilst you Wiggle:</b> Move 4 – The Hump (& under the hump)	<b>Healthy Movers:</b> Birds in Trees	<b>Cosmic Kids:</b> <a href="#">Joybob The Polar Bear   A Cosmic Kids Yoga Adventure!</a>
	<p><b>Birth – 3</b> I climb inside, underneath, into corners and between objects. I develop my own likes and dislikes in food and drink, willing to try new food textures and tastes</p> <p><b>3 – 4</b> I can kick a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and my chest to trap it. I am able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</p>					
<b>Literacy (Book of the Week)</b>	Lost and Found	The Smartest Giant in Town	We’re going to find the monster	Lunar New Year Around the World	We’re going on a bear hunt	Guess How Much I Love You
	<p><b>Birth – 3</b> I am interested in and anticipate books and rhymes and may have favourites. I push, pull, lift and carry objects, moving them around and placing with intent.</p> <p><b>3 – 4</b> I enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. I make up stories, play scenarios, and drawings in response to experiences, such as outings.</p>					



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<b>Phonics</b>	Phonological Awareness: Stage One Speech Detection	Phonological Awareness: Stage One Speech Detection	Phonological Awareness: Stage Two Syllable Awareness	Phonological Awareness: Stage Two Syllable Awareness	Phonological Awareness: Stage Three & Four Onset Rime Rhyme Detection	Phonological Awareness: Stage Three & Four Onset Rime Rhyme Detection
<b>Maths</b>	<p><b>Key Maths Books:</b> Goldilocks and the Three Bears</p> <p>Anno's Counting Book</p> <p>Pete the Cat and is 4 groovy buttons</p> <p><b>Birth – 3</b> I can count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.</p> <p><b>3 – 4</b> Subitises one, two and three objects (without counting) Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Begin to recognise numerals 0 to 10 Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Responds to both informal language and common shape names</p>					
<b>Master The Curriculum</b>	Number 3  Focus Rhyme:  3 Blind Mice	Number 3 Subitising  Focus Rhyme:  3 little kittens	Number 4  Focus Rhyme:	Number 4  Focus Rhyme:	Number 5  Focus Rhyme:	Number 5  Focus Rhyme:
<b>Understanding the world:</b>	<p><b>Luna New Year Parade</b></p> <p><b>Photograph the changing weather/leaves/plants</b></p>					
	<p><b>Birth – 3</b> I am interested in photographs of myself and other familiar people and objects. I know things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. I anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</p>					



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	<p><b>3 – 4</b> I remember and talk about significant events in my own experience. I enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. I know how to operate simple equipment, e.g. turns on CD player, use a remote control, can navigate touch-capable technology with support.</p>	
<p><b>Expressive arts and design</b></p>	<p><b>Luna New Year Parade</b> <b>Winter Ice Crafts</b></p>	<p><b>Valentine Day Crafts</b></p>
	<p><b>Birth – 3</b> I can move while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments. I pretend that one object represents another, especially when objects have characteristics in common.</p> <p><b>3 – 4</b> I experiment with ways to enclose a space, create shapes and represent actions, sounds and objects. I use movement and sounds to express experiences, expertise, ideas and feelings</p>	