



Shortlanesend Nursery Mid Term Planning Spring 2
Spring into Spring!

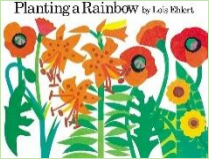
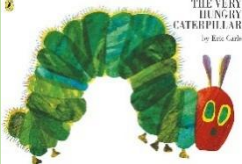
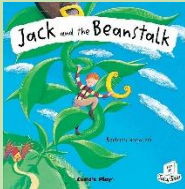
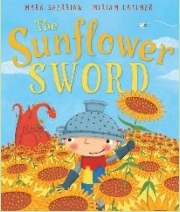
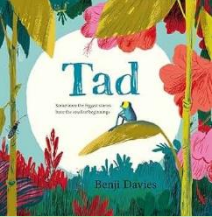
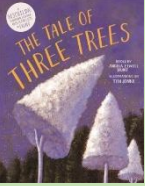


	Week 1 Week beginning 24th February	Week 2 Week beginning 3rd March	Week 3 Week beginning 10th March	Week 4 Week beginning 17th March	Week 5 Week beginning 24th March	Week 6 Week beginning 31st March
Themes:	<p>Pancake Day 4th March (week 2)</p> <p>St. Piran's Day 5th March (week 2)</p> <p>World Book Day 6th March (week 2)</p> <p>Mother's Day 30th March (week 5)</p> <p>Easter 20th April (week 6)</p> <p>Seasons and weather</p> <p>Healthy eating Plants and flowers</p> <p>Planting seeds</p>					
Enrichment Activities and In and out Days:	<p>Pancake Day pancakes for snack time (different toppings – strawberries, lemon, orange, jam)</p> <p>World Book Day dress up as favourite book character</p> <p>St Piran's Day Make a Cornish pasty</p> <p>Growing Sunflowers Growing Cress</p> <p>Mother's Day</p> <p>Easter Craft</p> <p>Watch Tadpoles grow Watch Caterpillars grow</p>					



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Communication and Language (C&L)	Nursery Rhyme of the Week: Mary, Mary	Nursery Rhyme of the Week: Tiny Caterpillar on a Leaf	Nursery Rhyme of the Week: I'm a little Bean	Nursery Rhyme of the Week: When Goldilocks went to the house of the bears	Nursery Rhyme of the Week: 5 Little Speckled Frogs	Nursery Rhyme of the Week: Ring a ring roses
	3 – 4: I listen to others in one-to-one or small groups, when conversation interests them. I understand the use of objects (e.g. Which one do we cut with?). I uses longer sentences (e.g. Mummy gonna work) beginning to use word endings (e.g. going, cats)					
Makaton Sign of the Week Stage 1	Book	To Wash	More	Good	Bad	Please
Personal, Social and Emotional Development (PSED)	SCARF: Looking after myself		SCARF: Looking after others		SCARF: Looking after my environment	
	3 – 4: I show empathy and concern for people who are special to them by partially matching others' feelings with my own, e.g. may offer a child a toy they know they like. I am becoming more aware of the similarities and differences between myself and others in more detailed ways and identifies myself in relation to social groups and to my peers. I participate more in collective cooperation as their experience of routines and understanding of some boundaries grows.					
Physical Development (PD)	Squiggle Whilst you Wiggle: Move 5 – The Hook	Cosmic Kids: The Very Hungry Caterpillar A Cosmic Kids Yoga Adventure!	Healthy Movers: Aiming High	Squiggle Whilst you Wiggle: Move 5 – The Hook	Cosmic Kids: Frank The Frog A Cosmic Kids Yoga Adventure!	Healthy Movers: Pop the Bubbles
	3 – 4: I turns pages in a book, sometimes several at once. I develop increasing understanding of and control of the bowel and bladder urges and starts to communicate my need for the preferred choice of potty or toilet.					
Literacy (Book of the Week)	Planting a Rainbow 	The Very Hungry Caterpillar 	Jack and the Beanstalk 	The Sunflower Sword 	Tad 	The Tale of Three Trees 



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	3 – 4: I listen to and join in with stories and poems, when reading one-to-one and in small groups. I include mark making and early writing in my play.					
Phonics	Little Wandle s a t p	Little Wandle i n m	Little Wandle d g o	Little Wandle c k e	Little Wandle u r h	Little Wandle b f l
Maths	<p>Key Maths Books:</p> <p>The Spots and the Dots</p> <p>Jack and the Bean Stalk</p> <p>How Much Does a Ladybird Weigh?</p> <p>3 – 4: May enjoy counting verbally as far as they can go. Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers. 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 differences in size, length, weight and capacity. In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.</p>					
Master The Curriculum	Consolidation of previous learning	Number 6	Tall/Long and Short	Mass	Capacity	Consolidation of previous learning
Understanding the world:	<p>Planting Seeds</p> <p>Growing Butterflies</p> <p>Watching Tadpoles</p>					
	3 – 4: I recognise and describe special times or events for family or friends. I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world. I am showing an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.					
Expressive arts and design	<p>Easter Crafts chocolate shredded wheat nests</p> <p>Mother’s Day Cards</p> <p>World Book Day Crafts</p>					



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	3 – 4 : I use 3D and 2D structures to explore materials and/or to express ideas. Experiments and creates movement in response to music, stories and ideas.
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