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| C:\Users\stvasconcelosr\Desktop\Nursery\School logo.png | Overdale Community Primary School - Medium Term Planning Nursery Spring 2 2025 |
|  | **Vocabulary****Topic**: fire fighter, nurse, builder, bus driver, doctor, teacher, policewoman/ man, postman/woman, help, drive, scary, helpful, kind**T4W**: The Gingerbread man: run, quick, catch, Mapping the journey- recount**Word aware concept vocab:** heavy, through, over, around, small**Story book (Pie Corbett reading spine):*‘Come On Daisy*** Close, far, bounce, splash, alone, underneath,**‘Where’s Spot** Behind, inside, in, under |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |  |
| PSED**KAPOW**- Taking on challenges**OCPS core value**- resilience | **Self-regulation**- listening to and following instructions- Simon says**Circle time**- Careful listening- pass the sound,  | **Self-regulation**- listening to and following instructionsDeveloping ways of being calm- calming techniques**Circle time**- Listening to a story- ‘It’s good to be kind’ Discuss feelings associated with the different behaviours | **Self-regulation**- listening to and following instructions- Pass the whisper**Perseverance**- obstacle course**Circle time-** perseverance/ tortoise and the hare | **Self-regulation**- listening to and following instructions- listening story ‘It’s good to be calm’**Circle time-** Don’t wake the monkey | **Self-regulation**- listening to and following instructionsBlindfold walk**Circle time-** Sleepy giant | **Self-regulation**- listening to and following instructions- treasure hunt**Circle time**- Listening to and following instructions |  |
| C&L | Daily Word aware focus: throughnursery rhyme time: 5 fat sausages | Daily Word aware focus: overnursery rhyme time: London bridge  | Daily Word aware focus: smallnursery rhyme time: I know an old lady | Daily Word aware focus: nearnursery rhyme time: I’m a firefighter | Daily Word aware focus: aroundnursery rhyme time: Brush brush brush your teeth | Daily Word aware focus: heavynursery rhyme time: one big hippo balancing |  |
| PD | Doh discoFine motor development: cosmetic bud painting- tracing around nameGross motor development: Tin can alleyScissor skills: snipping materials of various thicknesses | Doh discoFine motor development: peg-board patternsGross motor development: modelling outdoor activity cardsScissor skills: playdoh snipping | Doh discoFine motor development: simple shape cuttingGross motor development: Outdoor splatScissor skills: fringing | Doh discoFine motor development: Threading pastaGross motor development: Beanbag hoop gameScissor skills: cutting straws matching colours | Doh discoFine motor development: Pom-Pom paintingGross motor development: foot/ hand hopscotchScissor skills: simple shape cutting | Doh discoFine motor development: Matching peg coloursGross motor development: Egg and spoon racesScissor skills: cutting tuff tray |  |
| Reading | Daily phonics- Little Wandle oral blendingDaily story time Story focus: ‘The weather monster’  | Daily phonics- Little Wandle oral blendingDaily story time Story focus: ‘The weather monster | Daily phonics- Little Wandle oral blendingDaily story time Story focus: ‘Come on Daisy | Daily phonics- Little Wandle oral blendingDaily story time Story focus: ‘Come on Daisy | Daily phonics- Little Wandle oral blendingDaily story time Story focus: Where’s Spot?’ | Daily phonics- Little Wandle oral blendingDaily story time &Story focus: Where’s Spot? |  |
| Writing/TFW | The Gingerbread manHook:ImitateName recognition/ writingOpportunities to write across the provision | The Gingerbread manHook:ImitateName recognition/ writingOpportunities to write across the provision | The Gingerbread manHook:innovateName recognition/ writingOpportunities to write across the provision | The Gingerbread manHook:innovateName recognition/ writingOpportunities to write across the provision | Mapping the journey- ImitateName recognition/ writingOpportunities to write across the provision- making maps | Mapping the journey- innovateName recognition/ writingOpportunities to write across the provision making maps |  |
| Maths/Pattern of the day | **White rose-** CountingChoosing from a groupTaking and giving 1, 2, 3Counting 3 with 1-1 correspondence  | **White rose-** Shape, space, measure- Match, talk, push and pullMaking and talking about arrangements. Following simple routs outside | **White rose-** Subitising 3- talking about dots. Recognising 1, 2 , 3 dots in different arrangements | **White rose-** Comparison- Compare and sort collections | **Easter patterns-** Pattern makingCopying and continuing patterns | **Easter sorting**- Sorting and matching- Easter collections.  |  |
| EA&D | What shall we make today?Support children to make choices about what they would like to make. Encourage embellishments and finishing techniques. Painting faces- correct use of paintbrushes | Baking gingerbread cookiesExploring musical moods:-Handel’s Arrival Of The Queen Of Sheba to feel joy.-Mozart’s Marriage of Figaro Overture for positivity-Offenbach’s Orpheus in The Underworld to generate excitementAdagio in G Minor by Albinoni to evoke sadness. | Workshop focus- Gingerbread playdoh. Children create their own versions of the gingerbread man using embellishments.Exploring musical moods-Wagner’s Ride of the Valkyries to conjure dramaThe Trisch-Tratsch Polka by Johann Strauss for fun and frivolityBarber’s Agnus Dei to explore eerie, melancholy feelingsDebussy’s Clair de Lune to establish peace and calm. | Gingerbread house- Children create own gingerbread houses using a range of techniques- workshop, Duplo, paint, playdoh etc.  | Mother’s Day cardsDance like an animal- carnival of the animals | Easter craft- creating eggs using shapes/ patternsCurrant bun tasting with favourite toppingsDancing with props- pom-pom, ribbon, scarf, fans |  |
| UTW | Which times are special and why? | **Special people**- which people are special at home and why?Family/ friends who is special in my life?Healthy food FridayWinter/ weather | **Special people**- which people are special at school and why? Teachers/ LSAs/ cooking staff etcHealthy food FridayWinter/ weather | **Special people**- Which people are special in the local community and why?  | **Mother’s day**- Why we celebrate mother’s dayHealthy food FridaySpring equinox- introduction | **Science week:**STEM activitiesHealthy food FridaySpring equinox- exploreworld water day | **Which stories are special and why?**Easter story Healthy food Friday/ celebration |  |
| Outside | Amazon delivery driver/ workshop | Amazon delivery driver/ workshop | Building a sensory garden | Making maps and following routs around the playground | Building a sensory garden | Easter racesEaster hunt |  |
| Enrichment opportunities | Invite caretaker in to talk to the children about their role in schoolInvite paramedic in to talk to the children about their role locallyInvite local police in to talk to the children about their role in the communityInvite dentist in to talk to the children about their role and good oral healthStorytelling week- storytelling activities across the weekInvite Local Rev in to talk to the children about their role in the community |
|  |  | World book day |  |  |  |  |  |
| Parental engagement | Send home ‘storytelling festival scrapbook’ Introduce ‘story sack’ for storytelling at home. | Send home phonics ‘helping at home’ materials | Building a sensory garden- parent support |  | Send home new sounds for spring 2 |  |  |