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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 instructions  Developing 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 instructions  Blindfold 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: through  nursery rhyme time: 5 fat sausages | Daily Word aware focus: over  nursery rhyme time: London bridge | Daily Word aware focus: small  nursery rhyme time: I know an old lady | Daily Word aware focus: near  nursery rhyme time: I’m a firefighter | Daily Word aware focus: around  nursery rhyme time: Brush brush brush your teeth | Daily Word aware focus: heavy  nursery rhyme time: one big hippo balancing |  |
| PD | | Doh disco  Fine motor development: cosmetic bud painting- tracing around name  Gross motor development: Tin can alley  Scissor skills: snipping materials of various thicknesses | Doh disco  Fine motor development: peg-board patterns  Gross motor development: modelling outdoor activity cards  Scissor skills: playdoh snipping | Doh disco  Fine motor development: simple shape cutting  Gross motor development: Outdoor splat  Scissor skills: fringing | Doh disco  Fine motor development: Threading pasta  Gross motor development: Beanbag hoop game  Scissor skills: cutting straws matching colours | Doh disco  Fine motor development: Pom-Pom painting  Gross motor development: foot/ hand hopscotch  Scissor skills: simple shape cutting | Doh disco  Fine motor development: Matching peg colours  Gross motor development: Egg and spoon races  Scissor skills: cutting tuff tray |  |
| Reading | | Daily phonics- Little Wandle oral blending  Daily story time  Story focus: ‘The weather monster’ | Daily phonics- Little Wandle oral blending  Daily story time  Story focus: ‘The weather monster | Daily phonics- Little Wandle oral blending  Daily story time  Story focus: ‘Come on Daisy | Daily phonics- Little Wandle oral blending  Daily story time  Story focus: ‘Come on Daisy | Daily phonics- Little Wandle oral blending  Daily story time  Story focus: Where’s Spot?’ | Daily phonics- Little Wandle oral blending  Daily story time &  Story focus: Where’s Spot? |  |
| Writing/TFW | | The Gingerbread man  Hook:  Imitate  Name recognition/ writing  Opportunities to write across the provision | The Gingerbread man  Hook:  Imitate  Name recognition/ writing  Opportunities to write across the provision | The Gingerbread man  Hook:  innovate  Name recognition/ writing  Opportunities to write across the provision | The Gingerbread man  Hook:  innovate  Name recognition/ writing  Opportunities to write across the provision | Mapping the journey- Imitate  Name recognition/ writing  Opportunities to write across the provision- making maps | Mapping the journey- innovate  Name recognition/ writing  Opportunities to write across the provision making maps |  |
| Maths/  Pattern of the day | | **White rose-** Counting  Choosing from a group  Taking and giving 1, 2, 3  Counting 3 with 1-1 correspondence | **White rose-** Shape, space, measure- Match, talk, push and pull  Making 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 making  Copying 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 cookies  Exploring 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 excitement  Adagio 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 drama  The Trisch-Tratsch Polka by Johann Strauss for fun and frivolity  Barber’s Agnus Dei to explore eerie, melancholy feelings  Debussy’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 cards  Dance like an animal- carnival of the animals | Easter craft- creating eggs using shapes/ patterns  Currant bun tasting with favourite toppings  Dancing 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 Friday  Winter/ weather | **Special people**- which people are special at school and why? Teachers/ LSAs/ cooking staff etc  Healthy food Friday  Winter/ weather | **Special people**- Which people are special in the local community and why? | **Mother’s day**- Why we celebrate mother’s day  Healthy food Friday  Spring equinox- introduction | **Science week:**  STEM activities  Healthy food Friday  Spring equinox- explore  world 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 races  Easter hunt |  |
| Enrichment opportunities | | Invite caretaker in to talk to the children about their role in school  Invite paramedic in to talk to the children about their role locally  Invite local police in to talk to the children about their role in the community  Invite dentist in to talk to the children about their role and good oral health  Storytelling week- storytelling activities across the week  Invite 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 |  |  |