Barleyhurst Park Primary School

Nursery long term plan: Spring 2

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|  | **CLL** | **PD** | | **PSED** | | **MD** | | **Literacy** | | **Creative arts** | | | **Understanding of the world** | | |
| Week  1  Fox’s socks | Fox’s socks  Can retell and sequence events at their home | | (Sports coach) | | Discuss a time when felt upset at home maybe because they couldn’t find something. | | Describe and sort the different sized socks using size vocabulary  Long/short/ big/snall | | Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | | Draw a picture of fox and his missing socks (children to create a flip flap book) Children to draw shapes which represent book characters and objects | | | | Children to talk about what objects/items they have in their home, just like Fox. |
| Week  2  Cat’s cookbook | Cat’s cookbook  Asking ‘where’ and ‘who’ questions about when the children visit the school library | (Sports coach) | | Personal experiences of going to the library with school and Mummy and Daddy | | Counting accurately to 10 using words more/less -the pots/pans/dishes/  spoons for the macaroni cheese | | -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | | Stick puppets /masks of characters from Tales from Acorn wood series of books (cut and colour)  Cutting and sticking | | | | Children discussing what they cook at home with their families.  Children to make macaroni cheese just like Cat | |
| Week  3  Hide and seek pig | Hide and seek pig  Spot or suggest rhymes. | (Sports coach) | | Discuss why the children love hide and seek games | | Develop an understanding of 1,2,3,4 through activity -characters from Acorn wood collection  Cut and stick the characters. Where are they hiding? | | -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | | Cut and stick images of the children hiding in drawing of the nursery garden | | | Children to go into the school grounds and hide. .children look at the picture and guess who is hiding under the climbing table in the hall? | | |
| Week  4  Super worm | Super worm  Enjoys and is able to listen to a longer story | (Sports coach) | | Discussion about bedtime at home and listening to Mummy and Daddy | | Using the words ‘backwards’ and ‘forwards’ move super worm around the garden with and without the Bee bops | | -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | | Children to use instruments to create sounds from the story Super worm  Children to keep a beat with hands and drum | | | Discuss what plants are growing in our plant pots  Plant seeds at nursery | | |
| Week  5  Mother’s Day | My Mum-Anthony Brown  Name and talk about the features of the familiar book | (Sports coach) | | Preparing children to share songs and food for Mother’s day tea. | | Counting accurately to 10  Create flower pictures, counting how many petals/ flowers in the plant pot | | -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | | Children to use paint and sponge shapes to create a Mother’s day card.  Children to use scissors to cut out details | | | Talking about and discussing why their Mummy is so special. Children to discuss all the things that their Mummy does for them.  Plant flower in pot for Mummies | | |
| Week  6  Teeth/  Easter | Spring-By Eric Carle  Discuss what signs of Spring they found in the story | (Sports coach) | | Talk about making healthy food choices which will help our teeth | | Compare the amount of teeth. Which mouth has more. Which has less? Encourage to say number without counting | | -Daily Monster Phonics activity: See additional provision plan  -Daily Write Dance: See additional provision plan  -Self registration each morning  -Continuous provision for name writing/ mark making | | Discussion of changing weather now it is Spring…what can we find on our Spring walk  Children to draw pictures of what they saw | | Discuss the lifecycle of chickens  Practical activities with plastic eggs and chicks | | | |