

PSE: Beginning to find ways to solve problems and be a kind friend.

- With help finds solutions to conflicts and rivalries
- With helps, develops appropriate ways of being assertive
- Become more outgoing with unfamiliar people in the setting
- With help, finds solutions to conflicts and rivalries, using their words
- Follow rules a with few reminders
- Knows what key worker group they are in and works as a team
- Plays with another child, beginning to respond to play ideas
- Take turns and share with others with reminders
- May seek out a peer and play cooperatively together

PD: I show skill and control when using or interacting with a range of tools and equipment.

- Can throw and catch a large ball
- Can go up and down stairs/steps
- Moves body, attempting to skip and hop
- Show good control with large scale arm movements; waving a flag, streamer or paintbrush
- Plays a game with a partner- ball, chase etc.
- Moves appropriately for task, crawling, running, walking, balancing
- Uses a range of resources
- With adult guidance, works with others to manage and move large or heavy items
- Use a range of tools and equipment
- Has good control when mark making
- Holds a knife and fork in the right hands
- May be showing a preference for their dominant hand
- Forms circles and lines, which begins to look like letter shapes
- Holds mark making tool no longer using a palmer grasp

CL: I respond appropriately to what I hear, I can express my point of view in longer sentences.

- Enjoy listening to a range of stories and talks about them
- Can listen and do
- Understands a two part instruction
- Using words from stories and songs they know
- Can tell a story
- Sings familiar songs independently
- Use longer sentences of up to 5 words
- Can express their point of view and listen to the view of others
- Use talk to organise themselves and their play
- Starts using and

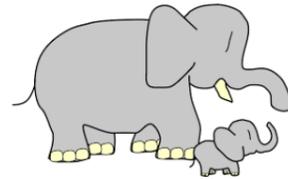
Nursery 2021-2022 Medium Term Plan

Spring 2

“Creatures big and small...”

Focus Text:

[How to Grow a Dinosaur & Tadpole's Promise & Superworm & The Very Hungry Caterpillar & If I had a Dinosaur](#)



End of term Goal:

[I can talk about what I know and use new vocabulary.](#)

L: My vocabulary is developing, using words I learn from stories and staff.

- Enjoys rhyme, clapping syllables and initial sound games
- Retell a familiar story with a story map
- Enjoy listening to stories and can answer simple questions
- Starts to use the vocabulary learnt in stories in their play and communication
- Uses the words and understands title, author, front cover and page number
- Can find their name when written and typed from a small selection
- Makes marks and can answer questions about them
- Starts to imitate adult writing, eg. Lists, letters
- Write their name using a name card for support
- Forms some shapes that look like recognisable letters

M: Can say numbers to and from 5 in order, and compare quantities.

- Enjoys subitising activities, begins to join in by not counting
- Say numbers in order to 5, forwards and backwards
- Recognise numbers up to 3 and can match to the correct amount
- Makes marks to represent numbers
- Compare quantities, using language such as more than, less than, fewer, most...
- Shows an interest in number problems and attempts to solve them
- Adds one more to a group when asked and doesn't count them all again to find total
- Separates a group of 2 or 3 objects in different ways, beginning to recognise that the total is still the same

UW: I can talk about the world around me and make comparisons.

- Talk about what they see and learns new vocabulary
- Recognises their family and their place in it (big brother, little sister, daughter etc.)
- Shows an interest in toys, books and objects from the past
- Shows an interest in differences between people, and life in the past
- Show interest in different occupations, knows different people have different jobs
- Shows an interest in the differences between people and their beliefs
- Learns there are different places in the world and notices people live differently
- Begin to understand the need to respect and care for their community and people in it
- Explores unusual and natural objects and show an interest in how things work
- Shows care for seeds, plants, flowers and growing things
- Can match animals to their young
- Begin to understand the need to respect and care for the natural environment and all living things
- Explores and notices forces they can see and feel
- Talk about materials and changes they notice

EA: I can work with others to create a piece of work.

- Explore different materials and tools freely and shares their ideas of what to do/make
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects
- Forms circles and lines, which begins to look like letter shapes
- Explore colours
- Uses colours for a purpose
- Explores textures
- With support creates collaboratively, sharing ideas, resources and skills.
- Engages in pretend play alongside others with some interaction
- Works with others to develop imaginative and complex 'small worlds' with blocks and construction kits
- Listen with increased attention to sounds, music and songs
- Enjoy exploring moving in a range of ways, e.g. mirroring, creating own movement patterns, ring games and learning dances.
- Remember and sing entire songs
- Improvise a song around one they know

Songs and rhymes to sing: [Old McDonald had a farm](#), [Miss Gallagher had a zoo](#), [Down in the Jungle](#)
Talking Time Activities: [Minibeast hunt](#), [pets](#), [animals/farm](#), [nature hunt](#), [favourite animals](#)