
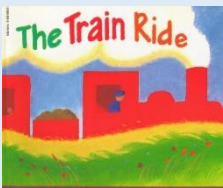


St Thomas More Primary School		Medium Term Plan	Term: Spring 2	Year group: Nursery
Theme and Purpose		Links to Curriculum Intent		Assessment
Journeys Children will look at journeys in range of contexts, transport and associated jobs, maps and routes. Children will learn to use positional language to describe where things are. We will continue to introduce the Read Write Inc phonics characters through daily 10-minute phonics sessions and speak in 'Fred talk' so that the children develop their oral blending and segmenting skills. In our number area, children will practise subitising to 5, their number recognition and formation. Children will learn about money and its uses. Children will explore floating and sinking.		Values and Virtues Faith-filled and Hopeful		Assessed against progress towards the Milestone 2 Spring 2 Curriculum criteria. RE Assessment
Prior Knowledge		Key Texts		Ongoing programmes
Children have used maps in simple practical ways, such as drawing a route for the cars outdoors or looking at story maps. Children have been learning the Read Write Inc characters and practise these daily. Children have been recognising and quick counting (subitising) to 3. Children have explored freezing and melting, magnetic and non-magnetic		Going on a Bear Hunt The Train Ride I build with blocks.		Read Write Inc Phonics Dough Disco Squiggle while you Wiggle. Word Aware Learning and Growing as the People of God – RE – God's Family
Key Vocab		Key Resources		Cultural Capital
journey map route transport vehicle job pattern money rhyme Fred Talk on under behind in front beside float family sink		Fiction and non-fiction books on journeys, transport and jobs Maps Variety of transport resources (small world and role play) Read Write Inc cards and links to Fred talk lessons.		Lent – preparation for Easter World Book Day Autism awareness week Sustrans Big Wheel Event



St Thomas More Primary School Curriculum Overview Term: Spring Term 2 Year group: Nursery

Theme: Journeys

Fiction		Non Fiction	
The Train Ride Going on a Bear Hunt			
Going on a bear hunt 	The Train Ride 	Bears and wild animals non-fiction books Vehicles books	
Physical Development		Personal Social and Emotional	Communication and Language
I can throw and catch from a short distance, place several items in a specific place and find a space. I can use the digital pronate grasp to hold a pencil. I respond to music and join in with ring games. I can use a range of smaller implements with increasing control.		I follow simple two-part instructions. I access favourite resources and I experiment with new ones, sometimes with adult support. I am beginning to work towards a simple goal, and I know when I achieve it. I enjoy a sense of belonging by being involved in daily tasks. I understand any negative behaviour choices I have made. I can usually tell adults when I am tired or hungry. I enjoy a range of familiar foods and will try some new ones. I ask a trusted adult for help if there is a conflict.	I can start and take turns in a conversation with an adult or friend, using some new vocabulary that I have learnt. I can ask some questions of my own. I can describe what has already happened. I can follow simple two-part instructions. I use talk to organise my imaginative play
Literacy		Maths	Understanding the World
I join in with repeated refrains and anticipate key events and phrases in rhymes and stories. I enjoy choosing books to read and I can identify the front cover, back cover and title. I am developing experimenting with sounds and words, listening attentively, a growing awareness and appreciation of rhyme, rhythm and alliteration and distinguishing between different sounds in words and an awareness of the differences between phonemes. I am beginning to orally blend and segment.		I experiment with recording quantities. I identify patterns around me. I explore 2D and 3D shapes using a range of shape names and related mathematical language. I select shapes appropriately. I can sequence a small number of familiar events. I explore money through first hand experiences. I understand and use some positional language and I can recall some parts of a familiar route.	I show interest in different jobs. I like to find out about people in non-fiction texts. I know what a map is used for and can follow a simple route. I know I live in Coventry, England. I identify that things in nature change e.g. growing a seed. I explore and describe forces.
Expressive Arts and Design			
I communicate the meaning of marks when using a variety of resources. I can respond with my own ideas to the work of other artists. I notice what other children and adults do, mirroring what I have observed, adding variations and doing it spontaneously. I sing in a small group, and I can copy the actions when watching others perform.			

I am starting to learn about beating in time