

Ordsall Primary School Nursery Class Spring Term Plan

Our Mission

At Ordsall Primary School, it is our mission to be a school community where we can all 'be the best that we can be'.

Our Vision

To ensure that every child can achieve their full potential by enabling them to **"Play, Learn and Grow Together"**.

Playing together will help us to:

- develop curiosity of mind and spirit;
 - create, explore and discover;
 - adapt and cooperate;
- learn, practise and master skills.

Learning together will help us to:

- experience wider opportunities beyond the school;
- develop essential skills, knowledge and understanding;
- build character, resilience, confidence and independence;
 - communication and collaborate as part of a team;
- apply learning across a broad, balanced, rich and exciting curriculum.

Growing together will help us to:

- know that we all have the same rights and needs;
 - know what is right and wrong;
 - develop tolerance, acceptance and integrity;
 - inspire others and celebrate every achievement;
- work together, in partnership, as a wider community of learners.

Our Values

Our RESPECT values of Resilience, Effort, Support, Passion, Enrichment, Compassion and Teamwork reflect the way we work, behave and learn. We use them to achieve our vision.

We want everyone at Ordsall Primary School to:

Be **RESILIENT** at all times.

Give 100% **EFFORT**.

SUPPORT others and ourselves.

Show **PASSION** in all we do.

Take part in **ENRICHMENT** opportunities.

Treat everyone with **COMPASSION**.

Use **TEAMWORK** to achieve



Nursery Class Spring Plan

Spring Topic – Learn

Prime Areas

7 Areas of Learnings in EYFS	What are children going to learn? Objective/ Skills (taken from the EYFS Nursery progression map) By the end of Spring 2 children in Nursery Class will be able to:	Key Vocabulary (taken from whole school subject progression maps)
Personal, Social and Emotional Development	<p>I am independent in my play. I am beginning to show concentration in my play. I help my friends and adults in setting, e.g. during play activities, group tasks & tidy-up time. I am starting to interact with visitors in nursery. I can cope with small changes to routine. I am beginning to elaborate my play ideas through talk. I am beginning to understand how to respond to my friends wishes. I am beginning to understand why it is important to make good choices. I follow the boundaries and routines in nursery. I am beginning to express my own needs/wants. I am learning to calm myself when I feel angry or upset. I can tell you when I feel happy or sad. I can say how a character in a story is feeling. I can pull up a zip that has been started for me. I can get my coat from my peg put my coat on. I use the toilet and wash hands independently. I can choose my snack, put a straw into my milk. I am beginning to know what is healthy for me.</p>	Resilience, perseverance, challenge, rules, happy, sad, angry, cross, upset, feelings, angry, happy, excited, nervous, sharing, taking turns, routine, friend, team, respect, friendship
Communication and Language	<p>I am beginning to talk about what happened in a story. I can stop and listen when asked by an adult. I am able to use several 'new' words in context in my speech. I answer/follow simple questions/instructions. I am beginning to respond to two-part questions/instructions. I am beginning to understand 'why' questions. I know several rhymes, action rhymes and songs. I can tell a story using a book I know or a story map. I am developing my communication with others and they understand what I am saying clearly. I am beginning to use longer sentences. I can talk about my favourite things and why I like them. I can use actions/words to share a different ideas. I am able to initiate a conversation with an adult or child. I am beginning to use talk to organise my play activities.</p>	Respect, rhyme, nursery rhyme, sing, song, listen, ideas
Physical Development	<p>I can move by walking, running, balancing, using ride on toys. I can kick and throw a ball.</p>	Skip, hop, walk, run, walk, jump, throw, balance, safely, fast, slow, partner, team

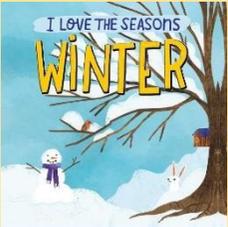
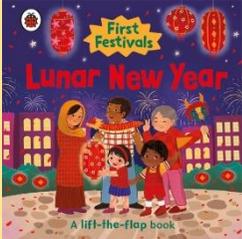
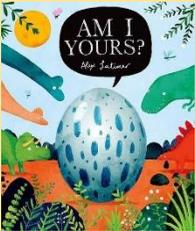
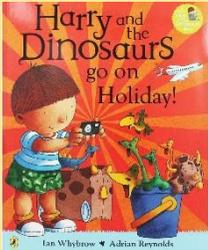
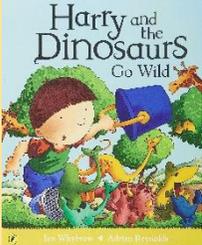
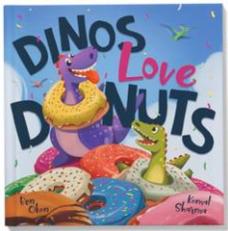
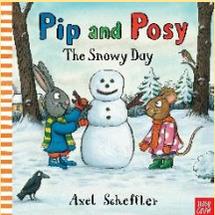
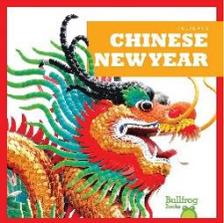
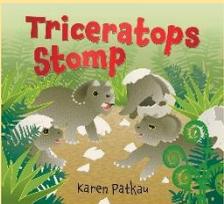
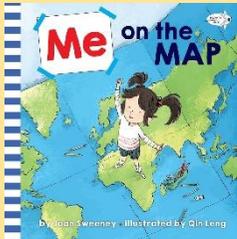
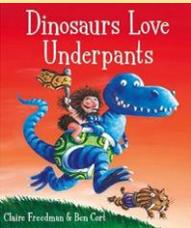
	<p>I can go up steps, stairs and apparatus, using alternate feet with the support of a hand or bannister. I am learning how to skip, hop and stand on one leg. I show interest in the marks I make when using gross motor skills. I am learning to play ring games. I know the actions to a nursery rhyme and join in with dough disco/squiggle. I can move in a variety of ways; e.g. crawl, run, roll, slide. I can attempt to walk across a plank, with support. I am beginning to choose the right resources to complete a task safely. I am beginning to understand that others can help me complete a challenge. I am developing my use of one-handed tools and equipment. I am moving towards a comfortable and consistent grip when holding pens and pencils. I can get my coat from my peg put my coat on.</p>	
Specific Areas		
Literacy	<p>I can point to some familiar print in the classroom environment and talk about what it means. I hold a book the right way up and turn pages correctly. I can say/sing several action songs and rhymes. I can listen for rhyming words and fill in the 'rhyming' gaps in a story, rhyme or song. I can clap the beats in my name and clap a steady beat to a song. I can tell you the sound at the beginning of my name. I can sometimes recognise words with the same initial sound, such as money and mother. I can talk about a story using the pictures. I can recognise my name. My mark making is becoming letter like shapes to represent handwriting. I am beginning to write some letters, including letters from my name.</p>	<p>Title, front cover, back cover, page, picture, blurb, rhyme, letter</p>
Maths	<p>I can tell you if a group does or does not contain a requested amount up to 3. I can recite numbers to 5 and know some numbers past 5. I am beginning to touch/move and count 5 objects in a row. I am beginning to know that the last number reached when counting objects means that's 'how many' objects there are. I am beginning to show 'finger numbers' up to 5, using one hand. I can recognise 0, 1, 2, 3 and show the right number of objects. I am beginning to solve real world problems with numbers to 5 such as 'there are 4 of you, but not enough chair, how many more chairs do we need?' (1 more). I am beginning to understand 'less' and 'fewer', pointing to the correct group. I can talk about the features of 2D shape using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' (not naming the shapes). I am beginning to use positional language: I am beginning to understand under, on top, next to, above and in/out, often support with actions. I can walk with you and discuss things that are 'in front of' and 'behind' us sometimes supported with gestures. I am beginning to tell you about big and small, long and short, heavy and light, full and empty. I beginning to select objects to build a simple house. I am learning words to talk about patterns. I am beginning to create ABAB patterns. I am learning the language of sequencing in our nursery routines.</p>	<p>Tall, big, little, middle size, small, medium, long, short, tiny, large, heavy, light, full, empty, next to, between, behind, under, in front, shapes, square, circle, rectangle, triangle</p>

<p>Understanding the World</p>	<p>I am beginning to explore my five senses (taste, touch, listen, see, smell) I am beginning to notice similarities and differences between objects varying in properties such as wooden and plastic. I am beginning to talk about different forces I can feel such as push/pull. I can tell you what I see around me. I can tell you about my family members. I am beginning to recognise the jobs that people in stories are doing. I am beginning to explore how things work. I can plant a seed and watch it grow. I beginning to understand life cycles. I handle living things carefully. I am beginning to know that I live in England and that there are different countries in the world e.g. places linked to families such as EAL pupils, places visited on holidays, places featured in books.</p>	<p>Growing, garden, soil, water, push, pull, force, friends, family, Retford, Ordsall, house, places</p>
<p>Express Arts and Design</p>	<p>I can use the role play equipment appropriately. I can use small world to imagine. I can build with a purpose. I can use a range of creative materials to make pictures and models. I am beginning to develop my own ideas of what to make/draw and how to make/draw it. I can join things together with glue or tape. I am beginning to use shapes and lines to represent objects or people. I can draw a picture and tell you about it. I can draw/paint a picture that shows 'happy'. I can use paints to explore colour mixing. I can listen to sounds around me. I am beginning to tell you about what I have heard. I know several nursery rhymes and songs that I am beginning to sing in tune. I can sing loudly and quietly. I can play an instrument loudly and quietly, fast and slow.</p>	<p>Music, clap, sing, listening, paint, paintbrush, nursery rhyme, loud, quiet, instrument, beat, cut, stick, model, plan, design, make, cardboard, paper, plastic, tube, box</p>

Nursery Class Spring | Plan

Spring Topic – Learn

How will children learn?

Possible Themes & Interests Linked to objective/ skills	Winter	Lunar New Year	Dinosaurs	Dinosaurs	Dinosaurs	Dinosaurs
<p>Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)</p>	<p>I Love The Seasons: Winter by Lizzie Scott – changes in winter, winter animals, winter experiences</p> 	<p>First Festivals: Lunar New Year by Debbie Rahmalia – where is China?, Chinese food, Chinese animals, traditional clothes</p> 	<p>Am I Yours? By Alex Latimer – who's egg is it?, animal changes over time, similarities and differences</p> 	<p>Harry and the Dinosaurs Go On Holiday by Ian Whybrow & Adrian Reynolds – holiday experiences, where do we live?, where did dinosaurs live?</p> 	<p>Harry and the Dinosaurs Go Wild by Ian Whybrow & Adrian Reynolds – extinct animals, how we can protect our environment and living things</p> 	<p>Dinos Love Donuts by Ben Oken and Komal Sharma – what did dinosaurs eat?, healthy habits</p> 
<p>Poems and Rhymes across the term</p>	<p>Traditional Nursery Rhymes, Singing Kettle Dinosaur themed songs: Five Little Dinosaurs, Five Dinosaurs Went Stomping One Day, etc.</p>					
<p>Books Following Possible Themes – story time</p>	<p>Pip and Posy: The Snowy Day by Axel Scheffler</p> 	<p>Holidays: Chinese New Year by Rebecca Pettiford (online non-fiction book)</p> 	<p>Triceratops Stomp! By Karen Patkau (online book)</p> 	<p>Me On The Map by Joan Sweeney</p> 	<p>The Journey Home (a story with an environmental message) by Frann Preston-Gannon</p> 	<p>Dinosaurs Love Underpants by Claire Freedman and Ben Cort</p> 
<p>Visits/Visitors/ Special Event Days</p>	<p>Signs of Winter Walk</p>	<p>Chinese Food Tasting</p>	<p>Egg Discovery In Class</p>	<p>Holiday/Around the World dress up day</p>	<p>Fossil Discovery</p>	<p>Donut Decorating Retford Library in school visit</p>
<p>Prime Areas Intentions and Outcomes to be covered across the term</p>						

<p>Personal, Social Emotional Development</p> <ul style="list-style-type: none"> - To separate from my carer - To develop a relationship with my key adult(s) - To play near and with others, and begin to build friendships - To share and take turns - To listen to others carefully - To follow simple instructions - To manage own personal hygiene – toileting and hand washing - To do tasks such as hanging my coat or doing my zip independently - To say what I want or need 	<p>Communication and Language</p> <ul style="list-style-type: none"> - To with peers, adults and visitors in my class - To express my wants, needs and feelings - To follow the boundaries and routines in nursery - To cope with small changes to my daily routine - To talk about something that happens in a familiar story - To communicate using simple sentences - To stop and listen when asked by an adult - To understand simple questions and instructions - To know a variety of songs and rhymes, e.g. when singing with Mr Starr - To use Makaton actions and/or words to communicate with others 	<p>Physical Development</p> <ul style="list-style-type: none"> - To move in a variety of ways - To take part in songs and games led by an adult - To join in with Dough Disco and gross motor activities - To choose the appropriate tools to complete a task during my play - To can put on my own coat/cardigan/shoes - To access the toilet and wash my hands
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Specific Areas
Intentions and Outcomes to be covered across the term

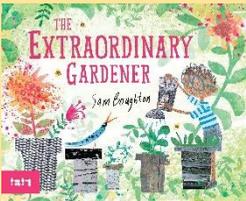
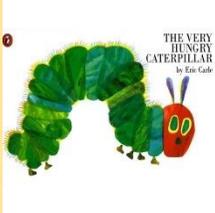
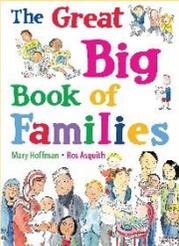
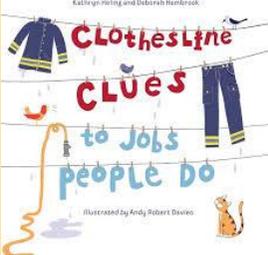
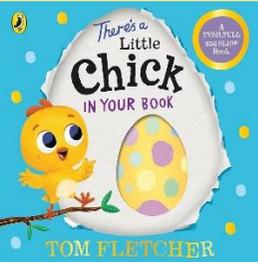
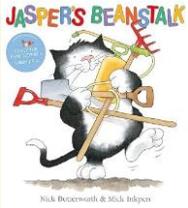
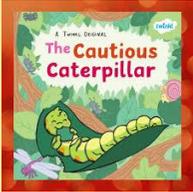
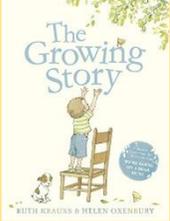
<p>Literacy</p> <ul style="list-style-type: none"> - To hold a book correctly and respectfully - To recognise my name when it's written, and know the beginning sound when it's spoken - To make intentional marks, and make marks that represent letters - To recognise how many beats are in a word - To recognise that some words rhyme - To know a variety of nursery rhymes 	<p>Maths</p> <ul style="list-style-type: none"> - To count to 5 independently - To count 5 objects in a row - To represent numbers to 5 on my fingers - To recognise numbers 0, 1, 2, 3 and represent them with objects - To use positional language - To recognise and create ABAB patterns - To use language that describes measurements (tall, long, short, heavy, etc)
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<p>Understanding the World</p> <ul style="list-style-type: none"> - To use my five senses in my play - To talk about my family - To talk about things around me - To recognise jobs that people do - To respect living things - To begin to understand how things grow <p>Religious Education</p> <ul style="list-style-type: none"> - Celebrations: Chinese New Year 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - To use objects to assist my role play - To build models with different materials - To tell an adult about my pictures and drawings - To sing a range of songs and nursery rhymes - To play an instrument in different ways
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Nursery Class Spring 2 Plan

Spring Topic – Play

How will children learn?

Possible Themes & Interests Linked to objective/skills	Spring	Growing Plants	Life Cycles	Growing Up	When I'm a Grown Up	Easter
<p>Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)</p>	<p>I Love The Seasons: Spring by Lizzie Scott – changes in Spring, new life, Spring animals, growth</p> 	<p>The Extraordinary Gardener by Sam Boughton – growing plants, what do plants need to grow?, plants as living things</p> 	<p>The Very Hungry Caterpillar by Eric Carle – life cycles, living things,</p> 	<p>The Great Big Book of Families by Mary Hoffman – who looked after us as a baby, different kinds of families, how we've grown up so far</p> 	<p>Clothesline Clues to Jobs People Do – different jobs in our community, people who help us, what do we want to be when we're bigger?</p> 	<p>There's a Little Chick in Your Book by Tom Fletcher – Easter traditions, the Easter Story, Egg fun day</p> 
<p>Poems and Rhymes across the term</p>	<p>The Farmer Plants the Seed Sleeping Bunnies Traditional Nursery Rhymes</p>					
<p>Books Following Possible Themes – story time</p>	<p>Skip Through The Seasons by Stella Blackstone (online book)</p> 	<p>Jasper's Beanstalk by Nick Butterworth</p> 	<p>The Cautious Caterpillar by Twinkl Originals</p> 	<p>The Growing Story by Ruth Krauss</p> 	<p>What Will I Be? by Frances Stickley</p> 	<p>Holidays: Easter by Rebecca Pettiford (non-fiction online book)</p> 
<p>Visits/Visitors/ Special Event Days</p>		<p>Planting seeds Pancake Day – 4.3.25 World Book Day – 6.7.25</p>	<p>Fruit tasting Taking care of our own butterflies</p>	<p>Baby Photos show & tell</p>	<p>Different Jobs dress up day Visit from a community helper</p>	<p>Egg Fun Day</p>

Prime Areas

Intentions and Outcomes to be covered across the term

Personal, Social Emotional Development

- To separate from my carer
- To play near and with others
- To share and take turns
- To listen to others carefully
- To follow simple instructions
- To manage own personal hygiene
- To put on my coat independently
- To say what I want or need
- To begin to identify how myself and story characters are feeling

Communication and Language

- To talk about something that happens in a familiar story
- To stop and listen when asked by an adult
- To understand simple questions and instructions
- To know a variety of songs and rhymes, e.g. when singing with Mr Starr
- To use Makaton actions and/or words to communicate with others
- To speak to others using longer sentences
- To initiate conversations with other children and my teachers

Physical Development

- To move in a variety of ways
- To take part in songs and games led by an adult
- To join in with Dough Disco and gross motor activities
- To choose the appropriate tools to complete a task during my play
- To be able to put on my own coat/cardigan/shoes
- To access the toilet and wash my hands independently
- To develop my pencil grip
- To begin to use one handed equipment, e.g. paintbrushes, scissors and pencils
- To be able to throw and kick a large ball

Specific Areas

Intentions and Outcomes to be covered across the term

Literacy

- To hold a book correctly and respectfully
- To talk about a story using the pictures to help me
- To recognise my name when it's written
- To begin to make marks that represent letters
- To recognise how many beats are in a word
- To recognise that some words rhyme
- To know a variety of nursery rhymes

Maths

- To begin to count beyond 5 independently
- To count 5 objects in a row
- To represent numbers to 5 on my fingers
- To recognise numbers 0, 1, 2, 3 and represent them with objects
- To use positional language
- To recognise and create ABAB patterns
- To use language to talk about my daily routine, e.g. now, next

Understanding the World

- To use my five senses in my play
- To talk about my family and who looks after me
- To recognise jobs that people do and people who help us in our community
- To recognise some living things and treat them with care
- To begin to understand how things grow
- To plant a seed and observe it as it grows

Expressive Arts and Design

- To use objects in the classroom within my role play
- To build models with different materials
- To join my creations together using things such as glue or tape
- To tell an adult about my pictures and drawings
- To sing a range of songs and nursery rhymes
- To listen and recognise different sounds within the environment

Religious Education

- Easter story & celebrations
- Shrove Tuesday