

### Personal, Social and Emotional Development: (PSED)

Sharing resources and playing collaboratively with our friends  
Talking about how we can be kind and look after each other at Nursery  
Welcoming praise and using our Superstar chart  
Practising our turn-taking and using our class strategies to support us with this  
Playing collaboratively with our friends and inviting them to join us in our play  
Recognising how we feel and how other are feeling  
Settling back into our classroom environment, following classroom routines and reconnecting with our friends

### Understanding of the World: (UW)

Learning about Easter  
Talking about seasons and looking for signs of spring in our garden  
Learning how to use beebots  
Learning about different dinosaurs, where they lived and what they ate  
Looking at different habitats  
Looking at different animals and what makes them similar and what makes them different from each other  
Taking part in science week - Making rockets and volcanoes  
Conducting whole class experiments

### Expressive Arts and Design: (EAD)

Making Junk model dinosaurs  
Making a habitat for a dinosaur  
Exploring the different sensory trays linked to We're going on a bear hunt  
Making bear pictures  
Making our own instruments and using these to help us create rhythms  
Decorating Easter Eggs

## Nursery – Spring 2 medium term planning



# Paws and Claws

### Physical Development: (PD)

Developing our pencil control to write the letters in our name and our sound of the week  
Completing fine-motor challenges  
Using our gross motor skills to making squelching mud  
Using tweezers to rescue animals  
Taking part in exercise challenges and talking about how exercise makes us feel and why it is good for us  
Practicing our skill of the week  
Negotiating space successfully whilst running

### Communication and Language: (C&L)

Asking 'why' and 'how' questions in relation to our stories  
Using our prepositional language to programme our beebots  
Joining in with keys parts of our stories  
Following two part instructions  
Retelling stories and events  
Beginning to use extended sentences to link our ideas together  
Use to talk in our imaginative and pretend play  
Listening carefully to our friends in conversations and responding appropriately

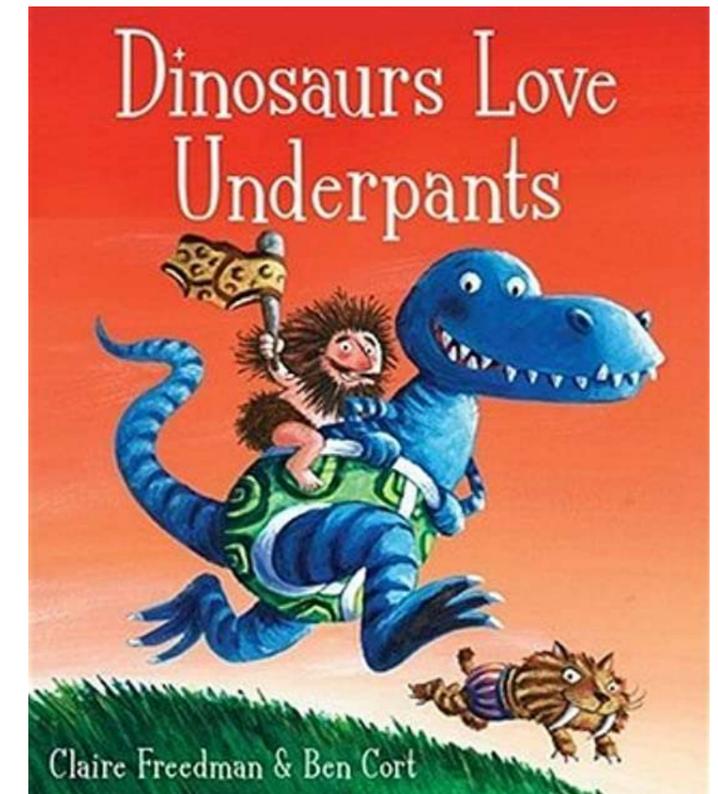
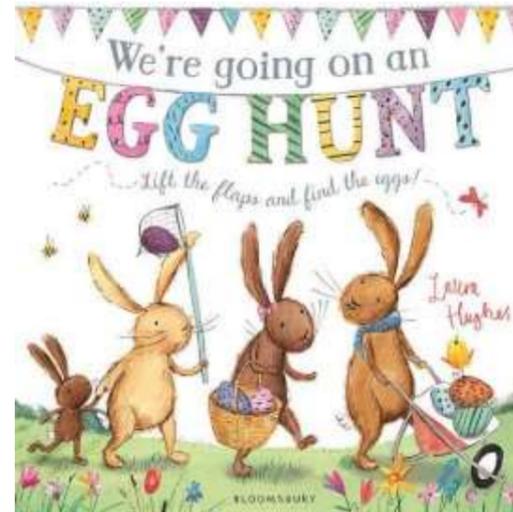
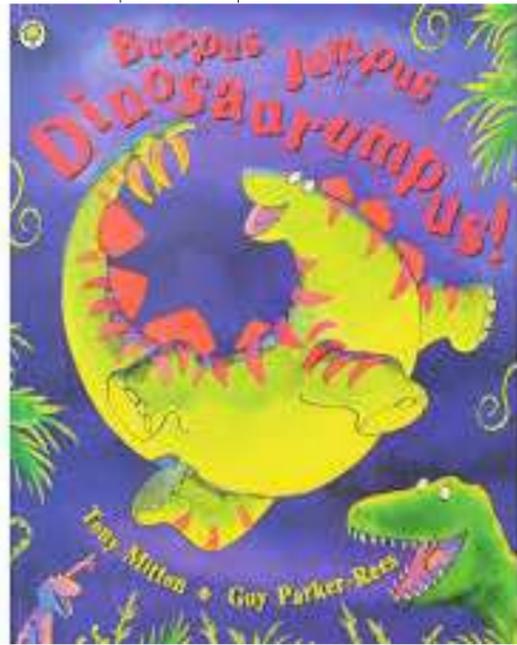
### Literacy: (L)

Continuing our sound of the day  
Lots of opportunity for Phase 1 phonics  
Using our imagination to tell our own stories  
Writing shopping lists for the Tiger who came to Tea  
Reading clues to find hidden eggs and the Easter bunny in our garden  
Joining in with the repeated refrain from our key stories  
Talking about the way stories are structured  
Coming up with our own alternative endings to stories  
Describing main characters, settings and events in stories

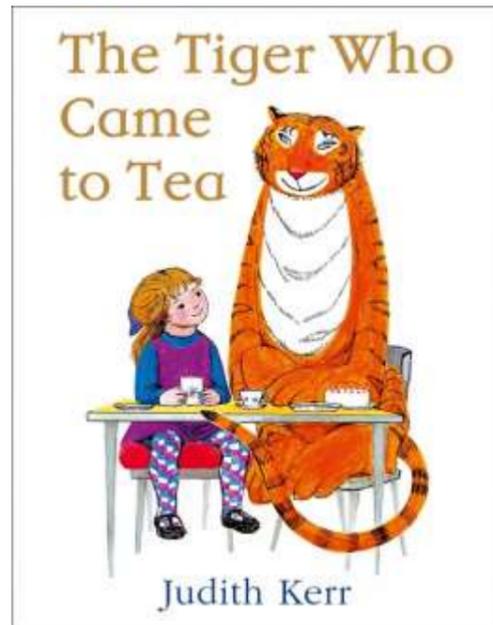
### Maths: (M)

Using estimation to predict number and then counting to check if we were right  
Sorting dinosaurs by size and colour  
Using a tens frame to support out counting  
Recoding number in our play  
Looking for numerals in our environment  
Exploring 2D and 3D shapes - exploring which shapes are best for rolling  
Exploring number problems  
Separating a group of objects, using language of more, less, same, altogether

\*Alongside using the Early Years curriculum, we will also take into consideration the children's interests and abilities. During the first two weeks we will be completing baseline assessments.\*



Paws and Claws  
Books we are reading this term



*We're Going on a Bear Hunt*  
Michael Rosen Helen Oxenbury

