

Nursery Medium Term Plan-Spring 2 - Growing

Monday 23rd February 2026 - Friday 27th March 2026

	Week 1	Week 2	Week 3 Science Week	Week 4	Week 5	
PSED	Being Kind		Keeping Safe		Being Responsible	
	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>		<p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p>		<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	
Communication and Language, Literacy	The Very Hungry Caterpillar	The Very Hungry Caterpillar	Jaspers Beanstalk Bee themed week	Jaspers Beanstalk	The Very Hungry Caterpillar	
	<ul style="list-style-type: none"> Use a wider range of vocabulary. Use longer sentences of four to six words <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand a question or instruction that has two parts.</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Use longer sentences of four to six words</p> <p>Write some letters accurately</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p>	
Phonics Little Wandle phase 1	Rhyme time		Rhyme time		Rhyme time	
	<p>Ring a ring a roses</p> <p style="text-align: center;">Love of reading</p> <p>Errol's Garden</p>		<p>Mary, Mary, Quite contrary</p> <p style="text-align: center;">Love of reading</p> <p>Errol's Garden Where's Lenny</p>		<p>Incy Wincy Spider</p> <p style="text-align: center;">Love of reading</p> <p>Where's Lenny</p>	
	Phoneme e	Phoneme u	Phoneme r	Phoneme h	Phoneme b	

<p>Maths White Rose Maths</p>	<p>Number 6 Introduce 10 frame</p>	<p>Height and Length</p> <ul style="list-style-type: none"> • Tall and short • Long and short • Tall/long and short 	<p>Height and Length</p> <ul style="list-style-type: none"> • Tall and short • Long and short • Tall/long and short 	<p>Mass Relate to books 3 little pigs goldilocks</p>	<p>Capacity</p>	
<p>Rhyme area</p>	<p style="text-align: center;">Five little speckled frogs</p> <p>Say one number for each item in order: 1,2,3,4,5 Show 'finger numbers' up to 5 Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>					
<p>Expressive Arts and Design</p>	<p style="text-align: center;">Role play</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p>					
<p>Role play</p> <p>Using media</p>	<p>Explore colour and colour-mixing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Remember and sing entire songs.</p>					
<p>Understanding the World</p>	<ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. 					
<p>Physical Development</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>					