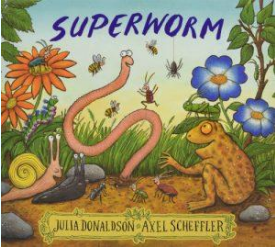
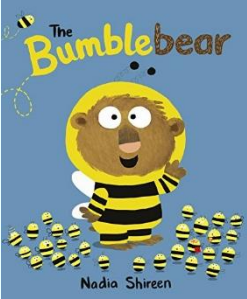
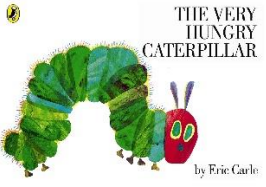
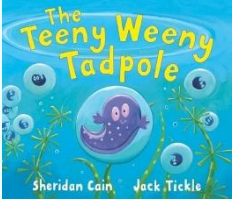
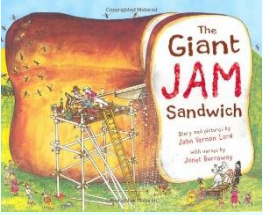





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Creepy Crawlies



Date W/C	23.02.26	2.03.2026	9.03.2026	16.03.2026	23.03.2026	30.03.2026
Key Literacy Focus		 <p style="text-align: center;">WORLD BOOK DAY</p>				
Non Fiction						
The children will read a range of non-fiction texts linked to the topic to develop their understanding.						
Literacy Word Reading	<p>Children will learn:</p> <ul style="list-style-type: none"> To identify an object when given the initial sound. 					
Literacy Comprehension	<p>Children will learn:</p> <ul style="list-style-type: none"> To talk about and retell a range of familiar stories. To know that text is read from left to right and top to bottom. Listen to a story and comment on the events. 					



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All adults in EYFS will:

- Make previously read books available for children to share at school and at home
- Discuss books read in class
- Encourage children to make predictions on books by asking what happens next
- Talk about characters in stories they have been read
- Discuss title, Author and blurb
- Talk about story settings in stories they have been read.

Literacy Writing

Children will learn:

- Attempt to write their name in a way that they or others can recognise.
- Discuss the marks they make, e.g. Children "this is a car"
- Form some letters correctly

The children will take part in 'Drawing Club' sessions each week to boost imagination, language and mark-making skills through storytelling, picture books and animations.

Maths

Number

Children will learn:

- To identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects.
- They match the number names to quantities and numerals.
- They touch count in different arrangements and recognise the final number is the quantity of the set.
- Counting to 3
- Finding 3 objects
- Representing 3 on a 5 frame
- A triangle - 3 sides shape (including in the environment)
- 3 actions e.g. 3 hops, 3 jumps, 3 claps
- What is 3 made of - 2 is a part of me, 1 is a part of me and the whole of me is 3.
- Exploring different varieties and orientations of triangles.
- 3 being the third number, its position on a number line, ordinal numbers
- Numicon 3



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Numerical Pattern

- Dice 3
- Subitising 3
- The numeral and formation of 3
- Number 3 in the environment
- Representing 3 using marks, pictures and finger
- Matching numeral to quantity

Children will learn:

- The first, then, now structure can be used to create mathematical stories in meaningful contexts

Shape, space and Measure

Children will learn:

- By using language to describe length and height e.g. the tree is tall the pencil is short.
- When making direct comparisons they may initially say something is bigger than something else.
- Encourage them to use more specific mathematical vocabulary in relation to length.
- The children should then move on to finding objects that are longer/shorter than a given item. They should be encouraged to utilise Strategies such as direct comparison (e.g. placing objects side by side to determine which is longer).



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Creepy Crawlies



*Understanding
the World*

*People,
Culture and
Communities
(Geography)*



Children will learn:

- To make observations and draw pictures of animals and plants.

*Past and
Present
(History)*

Children will learn:

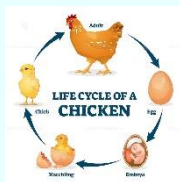
- To comment on images of familiar situations in the past.



*The Natural
World
(Science)*

Children will learn:

- All about Life Cycles.





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Computing

Children will learn:

- In role play children to use ICT equipment to press buttons etc take a picture on an iPad of themselves in their dress up clothes and in the outdoor area.
- iPad for independent learning.
- Children recognise that a range of technology is used in places such as homes and schools.
- They select and to use technology for particular purposes and access age related software.

Expressive arts and Design

Creating with Materials

Sculpture and 3D: Creation station

Children will learn:

- To exploring the sculptural qualities of malleable materials and natural objects.
- To develop the use of tools and joining techniques
- To design and make clay animal sculptures.

Seasonal Craft: Easter Craft - Egg Threading

Easter - Hanging Egg Decoration

Being Imaginative and Expressive

Big Band

Children will learn:

- what makes an instrument
- introduction to orchestra
- follow the beat
- tuned and un tuned instruments
- big band performance



Nursery - Spring 2 - Medium Term Plan Creepy Crawlies



Role Play	Minibeast Investigation Station
Communication and Language	<p>Listening, Attention and Understanding</p> <p>Children will learn:</p> <ul style="list-style-type: none">• To develop communication that can be understood by others - to say some nursery rhymes off by heart.• To talk about characters and setting of the story. <p>Speaking and Listening</p> <p>Children will learn:</p> <ul style="list-style-type: none">• To use complete sentences in everyday talk.• Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.• Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."• Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?"• Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?"• Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."• Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat."• Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"• Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"



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Personal, Social and Emotional Development (PSED)

Self Regulation

Children will learn:

- To establish school routines and boundaries. Begin to understanding their own and others feelings through building sharing skills through planned and independent activities
- Demonstrate praise and encouragement and allow children the freedom to make mistakes
- Have high expectations for children following instructions, with high levels of support when necessary.
- Have modelled positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
- Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.
- Undertake specific activities that encourage talk about feelings and their opinions.
- Help children to set own goals and to achieve them.
- Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely and tidy up after ourselves and so on.

Managing Self

Children will learn:

- To Join in and sharing experiences in circle times and independent provision activities.
- Forming special friendships through independent activities, phase stories and activities
- Offer stay and play for parents and children to get the chance to interact in school
- Offer constructive support and recognition of child's personal achievements.
- Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.
- Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.
- Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.
- Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.
- Model practices that support good hygiene, such as insisting on washing hands before snack time.
- Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.
- Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing, toileting and oral hygiene.



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- Discuss oral hygiene - As a class, talk about what our teeth do and why we need to keep them healthy. What do they do at home to look after their teeth?
- Encourage the children to talk about their experiences of going to the dentist and what happens when they are there. Can they remember how they felt when they first went to the dentist? How do they feel now when they visit the dentist?

Building Relationships

Children will learn:

- To make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.
- Take opportunities in class to highlight a child's interests, showing you know them and about them.
- Make sure children are encouraged to listen to each other as well as the staff.
- Ensure children's play regularly involves sharing and cooperating with friends and other peers.
- Congratulate children for their kindness to others and express your approval when they help, listen and support each other.



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Physical development	Gross Motor	Children will learn: <ul style="list-style-type: none"> • To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
	Fine Motor	Children will learn: <ul style="list-style-type: none"> • Letter formation • Dough Disco • Scissors skills • Finger gym
RE	Branch 4 Desert to Garden Big Lent Walk (Tuesday 31st March)	
RSE	Module 2 - Created to Love Others Unit 3 - Life Online	



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Creepy Crawlies



Unit 4 - Keeping Safe