



Woodgate Primary Academy
EYFS Medium Term Planning- Nursery- Ladybirds



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Super Me!	Out of this World!	At The Circus	Animal Safari	Ready Steady Grow!	On the Beach

BIG Questions How does food help us grow?					Key Texts: Handa's Surprise Jack and the Beanstalk Jaspers Beanstalk Oliver's Vegetables Titch Ten Seeds			
	PSED	CL	PD	Lit	M	UTW	EAD	Wider curriculum
Intent	Jigsaw	Rising 3's To: - understand simple stories with the use of pictures - To understand simple questions about 'where' - To explore pretend play such as putting the baby to sleep	Rising 3's To: - Explore different movements linked to music Rising 5's To: - Use movement as a means of expressing themselves.	Rising 3's To: - Use logos and familiar prints, names or words in play. - Engage with play linked to the events in the stories or songs. - Make marks and give meaning	Rising 3's To: - play games which involve counting with actions. - play with numbers and songs which go forwards and backwards Rising 5's To: - Explore mark making linked with numbers.	Rising 3's To: - explore the different stages of the life cycle of a plant through songs, stories and play. - plant, grow and care for your own seeds, with support. - begin to understand which food is healthy.	Rising 3's To: - explore making simple models such as trains, houses and a tower. - explore a range of instruments such as, xylophone, whistle, bells, wooden beaters,	Phunky Foods sessions

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		- Rising 5's - To understand why questions such as 'Why do we need to wear our coats when it is raining?' - To use my words to organise play, such as 'Who wants to join my tea party?... You sit there... I sit here.' -		to them e.g. that's mummy, or letters in name. - Retell and act out familiar stories in a range of ways. Rising 5's To: - Explore the letters in their names, recognise their names and write it. - Play games and sing songs that support verbal segmenting and blending. - Talks about rhymes and things they notice in stories, poems or songs.	- Think about sequences. - Discover directions and positions through games and toys.	- begin to understand where our food comes from. - explore natural materials such as grass, bark etc. Rising 5's To: - begin to understand and remember the different stages of a plant life cycle. - take responsibility for planting, growing and caring for your own seeds. - begin to understand the effect their behaviour can have on environment	Rising 5's To: - explore creating own 'small worlds' using different materials such as wooden blocks and duplo. - create our own role-play and stories using a small world. - play instruments with control to express their ideas, such as playing 'softly' and 'loudly' when instructed to.	
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				- Embedding literacy areas of need ready for Reception		- begin to understand which food is healthy and how it helps me grow. - talk about where our food comes from.		
Impact	Rising 3's: I seek comfort from familiar adults when needed and can distract myself when upset I am learning how to interact with peers and adults Rising 5's: I know how to self-select a range of different resources, according to what my goal is.	Rising 3's I know what is happening in the picture. I know how to take part in role-play. I can understand 'where' questions. Rising 5's I can understand more complex instructions and questions.	Rising 3's I can move in response to music, or rhythms. I know how make marks using different media e.g, paint / pen Rising 5's I can remember moves and sequence patterns I know how to form some letters (e.g.those in my name) and show	Rising 3's I know familiar logos e.g. McDonalds, tescos, nursery I know how to move tools to make marks. I know and can talk about familiar characters or books Rising 5's I know what my name looks like	Rising 3's I know one action is one count. I know that numbers can go up and down. Rising 5's I know how many marks to draw for each number I know there are 2D shapes in 3D shapes I know what happens first and next in a sequence	Rising 3's: I know that there are different stages of a life cycle. I know how to plant a seed and care for it. I know the difference between healthy and non-healthy food. I am beginning to understand where food comes from.	Rising 3s: I know how to make simple models. I know how to play a variety of instruments. Rising 5s: I know how to create different small worlds. I know how to use different materials to build. I know how to create my	

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	I know what different emotions and feelings look like. I know how to be confident in different and new social situations	I know how to be a leader.	growing control in direction and movement when using mark making tools	and I can write it. I can verbally segment or blend words. I know key events that happen in our focus stories.	I know what words to use to talk about positions I know how to order numbers 1-5.	Rising 5's: I know the different stages of a life cycle. I know the different steps to plant a seed. I know what plants need to grow. I can talk about healthy and non-healthy food I can talk about where food comes from e.g. milk comes from cows.	own stories, using props. I know how to play a variety of instruments with control. I know how to follow instructions.	
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Week beginning	Book of the week [see novel plan]	PSED *Managing Self *Self Regulation *Building relationships	C&L *Listening *Understanding *Speaking	PD *Fine *Gross	Literacy *Comprehension *Word Reading *Writing	Maths *Number *Numerical Patterns	UOW *People's, cultures & Community *The Natural World *Past & Present	EAD *Creating with materials *being imaginative & Expressive	Songs / Rhymes
13.4.26	Oliver's Vegetables	I know what the word 'healthy' means and that some foods are healthier than others.	-Favourite vegetables - Describing pictures from stories	Pepper printing Pea scooping Preparing own snack	-Recalling the story using pictures -recognising/ writing name - SL's: 'A' phonics	- matching numeral to amount	- parts of a plant and where my vegetables come from - What do I need to grow and be healthy? Carrot Experiment	I can make a print I can make a face using vegetables	
20.4.26	Jaspers Beanstalk	I can wash my hands and know it is important to do this before I eat and after I go to the toilet	-answering questions about the story -using the picture to talk about the story	Handwashing Bean planting- scooping mud/pouring water	-ordering parts of the story - Making predictions - SL's /A/ /M/ phonics	- days of the week - Numerals to number words.	-How do we look after plants? - What do they need to grow?	Mud painting Painting Jasper High pitch with instruments	
27.4.26	Jack and the Beanstalk	I know who my safe adults are and how to stay safe if they are not close by me	-Retelling the story - What could change?	Preparing own snack Planting cress	- Making predictions - What will the jack and the giant do next? recognising/ writing name - SL's: /m/ phonics	- measuring	- potato changes experiment	Beanstalk collages/painting Changing pitch in music/ rhythm	
4.5.26	Titch	I understand how to make friends if I feel lonely 1 & 2	-What do you remember?	Preparing own snack Potato planting	- Thinking of ideas -recognising/ writing name - SL's: /d/ phonics	- measuring- /er/	-How have you changed since you were smaller? What can you do now that you couldn't before?	Loud and quiet sounds Self portraits-comparison	
11.5.26	Ten Seeds	I know what to say and do if somebody is unkind to me 1 & 2	- Why questions - Where/ what - How could you stop it?	Preparing own snack Planting	- Thinking of ideas - What will the jack and the giant do next? - recognising/ writing name - SL's: /d/ phonics	- counting to and beyond 5.	Talking about different sized seeds- which do you think will have the biggest plant?	Painting/ collaging bouquets of flowers. Seed rolling	
18.5.26	Handa's Surprise	I can work together and enjoy being with my friends	- Where might handa go?	Preparing own snack	- Verbal journey- who would you visit? - - What will the jack and the giant do next? recognising/ writing name - SL's: /d/ phonics	- comparing amounts	- What are other countries like? - What is your favourite	Drawing fruit-tropical	

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