

Nursery Medium Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. Through conversation, story-telling and role play where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Throughout the academic year children will: • Be shown how to listen carefully and why listening is important. • Be given extensive opportunities to learn a range of new vocabulary which they will be able to use in a range of different contexts. • Develop the ability to ask questions to find out more • Articulate their ideas and thoughts in simple sentences. • Describe events. • With adult support use talk to help work out problems. • Engage in story times, which will support children to listen to and talk about stories through a developed understanding and familiarity. • Children will begin to retell stories using repetition of key phrases and their own words. • Children will engage in a wide range of texts, such as fiction and non-fiction, poems and rhymes. • They will begin to listen to and talk about selected non-fiction texts to develop familiarity with new knowledge and vocabulary. <u>Development Matters:</u> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.					

	• May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Throughout the academic year children will: • Be introduced to, revise and refine the fundamental movement skills they (may have) have acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Begin to progress towards a more fluent style of moving, with developing control and grace. • Start to develop their overall body strength, co-ordination, balance and agility. • Begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: play-dough, pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle to strengthen to achieve a good posture when sitting at a table or sitting on the floor. • Begin to combine different movements with ease and fluency. • Be shown how to confidently and safely use a range of large and small apparatus indoors and outside. • Begin to develop overall body-strength, balance, co-ordination and agility. • Develop the foundations of a handwriting, strengthening the fine motor muscles. • Begin to know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian. • With support, develop the skills they need to manage the nursery day successfully: listening during whole group carpet sessions, mealtimes and personal hygiene. <u>Development Matters:</u> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues.

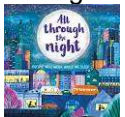
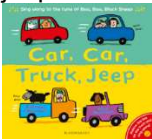
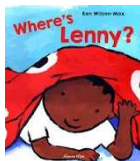
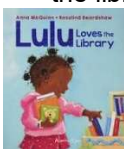
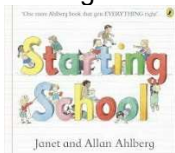
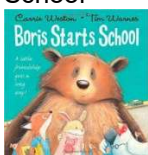
Focus	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • 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 to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.					
	Developing Listening Skills	Follow Simple Instructions	FMS – Rosie’s Walk	FMS – How to Catch a Star	FMS – Space	FMS - Superworm
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Throughout the academic year children will: • Be listening to the sound in words. • Blend sounds into words. • Group items with the same initial sound • Recite nursery rhymes. • Revisit stories to support their understanding and enjoyment. • Participate in activities to support strengthening of both gross and fine motor muscles. • Be shown how to hold a pencil correctly.					

Children will have access to Little Wandle Foundations for Phonics and Love of Reading sessions, Story Dough sessions and Scribble Club sessions which will give children opportunities to develop the above skills.

Development Matters:

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
 - 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
 - Engage in extended conversations about stories, learning new vocabulary
 - 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; write 'm' for mummy.
 - Write some or all of their name.
- Write some letters accurately.

Little Wandle- Foundations for Reading	Rhyme Time:	Sound Focus:	Sound Focus:	Sound Focus:	Sound Focus:	Sound Focus:
	• Twinkle Twinkle Little Star • Ring-a-ring-a- roses • Miss Polly had a Dolly • Pat-a-Cake • Humpty Dumpty • Hey Diddle Diddle	s a t p i n m	d g o c k e	u r h b f l	j v w y z q u c h	c k x s h t h n g n k

		Games and activities to include: All focusing on the phonemic awareness children need before reading What's in the box? Voice sounds Name Play Bertha the Bus Play with Sounds Blend from the Box Can you do the actions? Can you touch your...? What's that noise?				
Little Wandle- Love of reading books	• Hello Friend  • Kindness makes us strong 	• All through the night  • Amazing 	• Monsters clothes  • Car, car, truck, jeep 	• Errol's garden  • Where's Lenny? 	• Would you rather?  • Lulu loves the library 	• Starting School  • Boris Starts School 
Personal, social and emotional	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Throughout the academic year children will: • See themselves as a valuable individual. • Build constructive and respectful relationships.					

	•Express their feelings and consider the feelings of others. •Show resilience and perseverance in the face of challenge. •Identify and moderate their own feelings socially and emotionally. •Manage their own needs. •Think about the perspectives of others. <u>Development Matters:</u> • 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. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Begin to understand how others might be feeling			
	<table><tr><td> Being Me and Celebrating Difference! Children will begin to build friendships with their peers and build positive relationships with the adults in the room Children will begin, with support, to share and cooperate with one another Children will start to recognise and manage their own feelings </td><td> Healthy Me and Dreaming Big! Children will begin to understand how to keep their bodies healthy, we will learn how eating healthy foods and exercising can keep out bodies fit Children will explore healthy foods and understand other contributors to staying healthy, like sleep, brushing your teeth and hygiene Children will learn to set their own goals and work hard and persevere to reach them </td><td> Relationships: Children are starting to manage their feelings using strategies which adults have helped them with throughout the year Children are beginning to understand what makes a good friend and how I can be a good friend RSE: Developing caring friendships: </td></tr></table>	Being Me and Celebrating Difference! Children will begin to build friendships with their peers and build positive relationships with the adults in the room Children will begin, with support, to share and cooperate with one another Children will start to recognise and manage their own feelings	Healthy Me and Dreaming Big! Children will begin to understand how to keep their bodies healthy, we will learn how eating healthy foods and exercising can keep out bodies fit Children will explore healthy foods and understand other contributors to staying healthy, like sleep, brushing your teeth and hygiene Children will learn to set their own goals and work hard and persevere to reach them	Relationships: Children are starting to manage their feelings using strategies which adults have helped them with throughout the year Children are beginning to understand what makes a good friend and how I can be a good friend RSE: Developing caring friendships:
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	Children will understand ways that their friends and adults and different and similar and that being different is celebrated Linked Stories: The Koala Who Could The Squirrels Who Squabbled The Lion Inside Elephant's Guide to Making Friends	Children's achievements and dreams will be acknowledged and encouraged which will support children to feel proud of their achievements and goals Linked Stories: Oliver's Fruit Salad Lemur's Guide to Healthy Eating Koala's Guide to Sleep Super Duper You	Children are starting to know that friendships can make us feel happy Being kind: With adult support children know that arguing with friends and then making up can make friendships stronger and that resorting to violence is never right Families: Children are able to identify close members of their family and understanding how different members of the family help each other. Linked Stories: A Little Bit Brave Colour Monster Starts School Tiger Has a Tantrum A friend is someone who
Mathematics	• Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1, 2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.		

(White Rose Guidance)	• Make comparisons between objects relating to size, length, weight and capacity • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'					
	• More than, fewer than, same • Explore and build with shapes and objects • Explore repeats • Hear and say number names	• Begin to order numbers • I see 1, 2, 3 • Join in with repeats • Explore position and space	• Show me 1, 2, 3 • Move and label 1, 2, 3 • Explore position and routes • Explore patterns	• Take and give 1, 2, 3 • Match, talk, push and pull • Talk about dots • Compare and sort collections	• Lead on own repeats • Start to puzzle • Making patterns together • Make games and actions	• Show me 5 • My own pattern • Stop at 1, 2, 3, 4, 5 • Match, sort, compare
Expressive arts and design	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing					

Focus	- Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.					
	Hand, feet and finger print painting	Shape pictures	Colours in art (collage)	Using different medias	Mixing powder paints	Mark making using vehicles
Music	Nursery rhymes, simple songs, singing, playing 'copying' games, using instruments and performing					
Focus	Understanding the world - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Begin to make sense of their own life-story and family's history - Show interest in different occupations. - Explore how things work. - 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. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.					
	All About me!	Favourite Toys	Our Homes	What is School?	Vehicles	Holidays
	My home, my street	Cold places	Hot places	Jungles	Cities	The seaside
	Autumn	Autmn/Winter	Winter	Winter/Spring	Spring	Summer
Religious Festivals and celebrations	People Who Help Us and the jobs they do					
	Diwali	Bonfire night (safety)	New Year's Day Chinese New Year	Shrove Tuesday & Lent Holi festival	Earth Day St George's Day	30 Days Wild-June (Wildlife trust) Father's Day

		Remembrance Day	Valentines Day	World Book Day		Eid
		Children in Need		Red Nose Day		Ready for school and new beginnings!
		Hanukkah		Mother's Day		
		Christmas		Ramadam		
				Easter		