

Nursery Medium Term Plans

			Draw a picture of 'me'.	Draw a happy face and a sad face	Can you make a same and different picture?	Drawing a picture of family members and talk about with a grown up.	Draw a fish	Can you draw the characters from the Gruffalo?
Maths		Counting Rhymes	Counting Rhymes	Counting up to 5 steps	Identify same and Different	Sort into Same and different	Counting up to 5 objects	Identifying Primary Colours – Pattern
Understanding the World		Use Makaton Signs to sing songs.	Think about what emotions are in the story	How do we look after our friends if they are sad?	Think about what makes us different	Look at images of different families and compare similarities and differences to own family. Review via Family Tree Display	Think about what we need to do to ensure that we are kind to others and how we can be good friends.	Know the primary colours
Expressive art and design		Explore music and movement – Introduce Wake and Shake	Explore musical instruments and make music.	Clapping/tapping different parts of the body when singing the song.	Explore how materials are different	Mark Making – pre writing shapes	Explore making a pattern using materials	Explore paint and mixing primary colours to make secondary ones.
Phonics Little Wandle		<p>Go on a sound walk.</p> <p>Explore sounds we hear in musical instruments.</p> <p>Can we mimic any sounds using our voices.</p> <p>Explore Little Wandle Rhyme Time.</p>						

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Autumn 2 – Day and Night							
Key texts	The Leaf Thief	Tidy	The Worrysaurus	The Worrysaurus	My Hair	Home is where the birds sing	The Christmas Story
Enrichment				Local Sound Walk			
Role Play Area:	Home Corner / Santa's workshop						
Communication and Language	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</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>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>						
	Get Set PE – Introduction to PE Unit 1						
Physical Development	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>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.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</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>						
	Theme: Witches and Wizards To move safely and sensibly in a space with consideration of others.	Theme: Pirates To develop moving safely and stopping with control.	Theme: Mythical Creatures To use equipment safely and responsibly.	Theme: To the castle To use different travelling actions whilst following a path.	Theme: Superheroes To work with others co-operatively and play as a group.	Theme: Monsters To follow, copy and lead a partner	Review of skills learnt so far

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Personal, Social and Emotional development		Jigsaw - Celebrating Difference					
	<p>Piece 1 – What Am I Good At? See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p>	<p>Piece 2 – I’m Special, I’m Me! See themselves as a valuable individual.</p>	<p>Piece 3 – Families See themselves as a valuable individual. Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Piece 4 – Houses and Homes Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Piece 5 – Making Friends See themselves as a valuable individual. Build constructive and respectful relationships. Think about the perspectives of others</p>	<p>P 6 - Standing Up For Yourself See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others</p>	<p>Review what we have learnt so far</p>
Literacy	<p>Leaf printing – can we draw our own?</p>	<p>Mark making shapes and lines</p>	<p>Drawing similar and different patterns</p>	<p>Use book specific vocab in our roleplay</p>	<p>Mark make our favourite hairstyle</p>	<p>Can you draw your own home?</p>	<p>Can you draw Father Christmas?</p>
Maths	<p>Number recognition/show numerals on fingers</p>	<p>Number recognition/show numerals on fingers</p>	<p>Recognising pattern – animal prints/ spotty/stripes</p>	<p>Recognising pattern – animal prints/ spotty/stripes</p>	<p>Copy patterns – drawing</p>	<p>Copy patterns using musical instruments</p>	<p>Compare size big/small</p>
Understanding the World	<p>Why are the leaves all falling off of the trees?</p>	<p>We talk to our friends about our worries when they arise.</p>	<p>We support each other when we are worried</p>	<p>We all need to support and encourage each other when tidying the classroom</p>	<p>Talk about how all of our hair is different</p>	<p>How are all of our homes different? Who do we live with?</p>	<p>How we may choose to celebrate Christmas</p>
Expressive Art and Design	<p>Can you make your own leaf man?</p>	<p>Can you draw your own map?</p>	<p>Can you make your own Worrysaurus? Or Happy tin?</p>	<p>Can you make your own forest?</p>	<p>Can you explore the different materials to make a hairstyle?</p>	<p>Can you junk model your home?</p>	<p>Can you junk model a Christmas Tree?</p>
Phonics Little Wandle	<p>Go on a sound walk. Explore sounds we hear in musical instruments. Can we mimic any sounds using our voices. Sound of the Week Rhyme of the Week</p>						

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Sound of the Week	Introduce sound of the week S	A	T – LOCAL SOUND WALK	P	I	N	M
Rhyme of the Week	Baa, Baa, Black Sheep	Hey Diddle Diddle,	Hickory Dickory Dock	Humpty Dumpty	Incy Wincy Spider	Jack and Jill	Mary, Mary Quite Contrary

Spring 1 – People Who Help Us

Key texts	Favourite Nursery Rhymes – Miss Polly Had a Dolly	Topsy and Tim – Safety First	All through the Night	Astro Girl	The Dot	I want to be a Doctor
Enrichment					CUSP Art Festival	Nurse visit
Role Play Area:	Police Station					
Communication and Language	<p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</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>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>					
Physical Development	Get set 4 PE - Gymnastics					
	Theme: Rainforest Animals To copy and create shapes with your body.	Theme: Woodland Animals To be able to create shapes whilst on apparatus.	Theme: Lakeland Animals To develop balancing and taking weight on different body parts.	Theme: Desert animals To develop jumping and landing safely.	Theme: Sea Animals To develop rocking and rolling.	Theme: Pet Animals To copy and create short sequences by linking actions together.

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Personal, Social and Emotional development	Jigsaw – Dreams and Goals					
	Piece 1 – Challenge Understand that if I persevere I can tackle challenges	Piece 2 – Never give up Tell you about a time I didn't give up until I achieved my goal	Piece 3 – Setting a goal Set a goal and work towards it	Piece 4 – Obstacles and support Use kind words to encourage people	Piece 5 – Fight to the future Understand the link between what I learn now and the job I might to do when I'm older	Piece 6 – Award Ceremony Consider what we have done well since we started school.
Literacy	To start to identify key phonemes.	Talk about what is happening in the story.	Remember the sequence of the story – what happened at the beginning, middle and end of the story.	To be able to clap along to count the syllables in a word.	To note what words have the same initial sounds.	To start to identify key phonemes.
Maths	To look at repeating patterns – make own with beads	To make a repeating pattern using images Spot errors in repeating patterns - ababbabab	Grouping objects – Sorting and classifying	Grouping objects – Sorting and classifying	Explore combining shapes and create using shapes	Explore combining shapes and create using shapes
Understanding the World	Look at different materials – sensory board and describe the feelings and textures.	Look at different materials – sensory board and describe the feelings and textures.	Explore different jobs and roles that people do. Police visit	Explore different packaged foods that might be eaten in space	Consider the people who help us.	To be able to explain how we keep ourselves safe.
Expressive Art and Design	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>					

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Phonics Little Wandle	Go on a sound walk. Explore sounds we hear in musical instruments. Can we mimic any sounds using our voices. Sound of the Week Rhyme of the Week					
Sound of the Week	D	G	O	C	K	E
Rhyme of the Week	1,2,3,4,5, Once I Caught a fish alive	A Sailor Went To Sea	Miss Molly Had a Dolly	Children's choice	Wind the Bobbin Up	Down at the Station

Spring 2 – Once Upon a Time

Key texts	The Three Little Pigs	You Choose Fairytales	Favourite Nursery Rhymes – Here we go around the Mulberry Bush	Jack and the Beanstalk	A Great Big Cuddle	What Happened to you?
Enrichment						Spring Spectacular Fairytale Dress Up Day
Role Play Area:	Jack and the Beanstalk House					
Communication and Language	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. 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." Know many rhymes, be able to talk about familiar books, and be able to tell a long story					
Physical Development	Get Set PE – Fundamentals – Unit 1					
	Theme: Body Parts To develop balancing whilst stationary and on the move.	Theme: Feelings To develop running and stopping	Theme: Our Senses To develop changing direction	Theme: Ways we look after ourselves. To develop jumping and landing.	Theme: My Favourite Things To develop hopping and landing with control	

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Jigsaw – Healthy Me						
Personal, Social and Emotional development	Piece 1 – Everybody’s Body Have I made a healthy choice?	Piece 2 – We like to move it move it! Have I eaten a healthy balanced diet?	Piece 3 – Food Glorious Food! Have I been physically active?	Piece 4 Sweet Dreams Have we tried to keep ourselves and others safe?	Piece 5 Keeping Clean Know how to be a good friend and enjoy healthy friendships	Piece 6
Literacy	To be able to identify key phonemes in everyday language.	To be able to spot words with our sound of the week in.	To be able to write their own name, using dot to dot formation to guide them.	To be able to write numbers.	To be able to act out a familiar story.	To be able to talk about their weekend
Maths	Counting using 1:1 principle	Counting using 1:1 principle	Understanding cardinal principle	Comparison – taller and shorter	Comparison - more or less	Comparison shorter, taller, more, less
Understanding the World	To consider which material the pigs houses should be made of.	To be able to show how to care for others and living things	To consider how we treat our peers – kind hands	To understand how what a plant needs to grow	To be able to use key vocabulary when talking about their characters they are dressed as.	To understand that we should always be kind to others
Expressive Art and Design	<p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>					
Phonics Little Wandle	<p>Go on a sound walk.</p> <p>Explore sounds we hear in musical instruments.</p> <p>Can we mimic any sounds using our voices.</p> <p>Introduce Sound of the Week</p> <p>Identify Rhymes</p> <p>Count the syllables</p>					
Sound of the Week	U	R	H	B	F	L
Rhyme of the Week	Children’s choice	One, Two Buckle My Shoe	Pat-a-cake	Ring-a-ring-a-Roses	Round and Round the Garden	recap

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Summer 1 – Growing						
Key texts	Oliver's Vegetables	Errol's Garden	The Extraordinary Gardener	Do Baby Elephants Suck Their Trunks	Splash	
Enrichment	Butterflies Visit to Kingfisher Island					
Role Play	The Farm					
Communication and Language	<p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”</p> <p>Can the child use sentences have joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Can the child answer simple ‘why’ questions? Sing a large repertoire of songs. Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p>					
Physical Development	Get Set PE – Ball Skills Unit 1					
	Theme: beetles To develop rolling a ball to a target.	Theme: busy bees To develop stopping a rolling ball.	Theme: ladybirds and butterflies To develop accuracy when throwing to a target.	Theme: grasshoppers To develop bouncing and catching a ball.	Theme: caterpillars To develop dribbling a ball with your feet.	
Personal, Social and Emotional development	Jigsaw – Relationships					
	<p>Develop their sense of responsibility and membership of a community.</p> <p>Does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example?</p> <p>Can the child generally negotiate solutions to conflicts in their play? 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 tooth brushing.</p>					
	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
	My Family and Me! - Know how to make friends	Make Friends, Make Friends Never Ever Break Friends! – Part 1 - Try to solve friendship problems when they occur	Make Friends, Make Friends, Never Ever Break Friends! - Part 2 - Help others feel part of a group	Falling Out and Bullying Part 1 - Show respect in how they treat others	Falling Out and Bullying Part 2 - Know how to help themselves and others when they feel upset or hurt	Being the Best Friend We Can Be - Know and show what makes a good relationship

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Literacy	<p>Use some of their print and letter knowledge in their early writing.</p> <p>For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name. Write some letters accurately.</p>				
	To be able to mark make their own garden.	To start to use writing for other purposes – write a list of what the hungry caterpillar eats.	To have a go at tracing their own name.	To be able to talk about what happens in the story in detail.	To match rhyming images
Maths	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and identify the patterns around them</p>				
	Shape hunt – can we identify the sides and corners of shapes.	Shapes continued – Can we identify which sides are curved/flat? What shapes would we call round?	Number problems up to 3	Number problems up to 5	Number problems up to 5
Understanding the World	<p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore and talk about different forces they can feel.</p>				

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	Learning about Money – What can we do without spending money?	Growing beans	To be able to think about different gardens we have – GC Share images from home	To be able to talk about those familiar to us. What makes them the same as us?	To know the lifecycle of a butterfly
Expressive art and design	<p>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. 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. Explore colour and colour-mixing Listen with increased attention to sounds.</p>				
	To Junk model	<i>To make their own pictures of an extraordinary garden</i>	<i>To plan their own garden</i>	<i>To create using the junk modelling resources – make their own kingfisher island</i>	<i>To have a go at using different resources to join materials</i>
Little Wandle Phonics	<p>Go on a sound walk. Explore sounds we hear in musical instruments. Can we mimic any sounds using our voices. Introduce Sound of the Week Identify Rhymes Count the syllables</p>				
Sound of the Week	J v	W	Y	Z	Qu
Rhyme of the Week	Row, Row, Row your Boat	The Grand Old Duke of York	The Wheels On The Bus	Twinkle, Twinkle Little Star	Children's choice

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Summer 2 – Moving On								
Key texts	The Suitcase	The Queens Hat	The Very Hungry Caterpillar	The Way Back Home	The Body Book	I am Nefertitti	The Good Egg	- 1&1/2 day week
Enrichment				Eco Bus				
Role Play Area:	Train Roleplay							
Communication and Language	<ul style="list-style-type: none"> ○ Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?” ○ Can the child use sentences have joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. ○ Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? ○ Can the child answer simple ‘why’ questions? Sing a large repertoire of songs. ○ Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ 							
Physical Development	<ul style="list-style-type: none"> ○ 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. ○ 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 ○ Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm. ○ Skip, hop, stand on one leg and hold a pose for a game like musical statues. 							
	Get Set 4 PE – Games Unit 1							
	Sports day practise	Sports day practise	Sports day practise	Theme: cars To work safely and develop running and stopping.	Theme: aeroplanes To develop throwing and learn how to keep score.	Theme: cyclists To be able to play games showing an understanding of the different roles within it.	Theme: buses To follow instructions and move safely when playing tagging games.	

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	Jigsaw – Changing Me						
Personal, Social and Emotional development	Piece 1 My body – understand that everyone is unique and special	Piece 2 Respecting my body – Can express how they feel when change happens	Piece 3 Growing up – Understand and respect the changes that they see in themselves	Piece 4 Growth and change – Understand and respect the changes they see in other people	Piece 5 Fun and Fears – Know who to ask for help if they are worried about change.	Piece 6 Celebration – Are we looking forward to change?	Piece 6 continued Celebration – How do we feel about moving up to reception? What have been your favourite memories of Nursery?
Literacy	What would you pack in your suitcase?	Can you make your own list?	Can you join the dots to make a mark?	Can you draw a controlled line/shape?	Can you identify the rhyming words in the story?	Can you identify the key initial sounds?	Can you mark make your name?
Maths	Can you identify and use propositional language? – behind, in front	Can you identify and use propositional language? – behind, in front	Comparison more than, less than	Routes - discuss directions	Routes - discuss directions	Describe a sequence of events	Describe a sequence of events
Understanding the World	Magnets – attract and repel – investigate and explore	Share images of children on holiday with their families – where have you been?	How did you travel to your holiday? On a plane/boat/train /in a car.	Think about what is different about themselves and their peers. How do we celebrate this?	Compare the differences of the climates in the illustrations.	Why is this story your favourite?	To be able to talk about changes happening – moving up to Reception/who is their new teacher?

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Expressive art and design	Make your own suitcase	Role play being/going on holiday	Junk model modes of transport	Mark make to different kinds of music	Draw your favourite type of holiday	Draw your favourite character from the story	Draw a picture of your favourite memory from Nursery
Phonics Little Wandle	Go on a sound walk. Explore sounds we hear in musical instruments. Can we mimic any sounds using our voices. Introduce Sound of the Week Identify Rhymes Count the syllables						
Sound of the Week	Ch	Ck	X	Sh	Th	Ng	Nk
Rhyme of the Week	Children's choice	Children's choice	Children's choice	Children's choice	Children's choice	Children's choice	Children's choice