
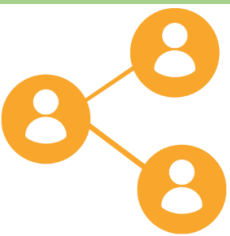



Autumn Term Nursery Class Medium Term Plan

Themes: Food and Colour, Celebrations and Light

Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
Communication and Language 	<p><u>Listening</u> Enjoys listening to stories</p> <p><u>Attention</u> Can pay attention to one thing at a time.</p> <p><u>Respond</u> Sing a large repertoire of songs.</p> <p><u>Understanding</u> Understand simple questions about 'who', 'what' and 'where'. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p><u>Speaking</u> Use a wide range of vocabulary. Use longer sentences of 4-6 words. Develop their communication but may struggle with tenses.</p>	<p>Use a wide range of vocabulary. Use longer sentences of 4-6 words. Sing a large repertoire of songs. Develop their communication but may struggle with tenses.</p>
Personal, Social and Emotional Development 	<p>The children select and use activities and resources, with help when needed. They become more outgoing with unfamiliar people, in the safe context of the setting. Play with one or more other children. Increasingly follow rules.</p>	
Physical Development 	<p>Use large-muscle movements to wave flags and streamers, paint and mark make. Use one-handed tools and equipment for example making snips in paper. Becoming more independent as they get dressed e.g., putting on a coat.</p>	<p>Become increasingly independent in meeting their own care needs e.g., using the toilet, washing hands Start to eat independently and learning how to use a knife and fork. Go up steps and stairs or climb up apparatus with alternate feet</p>

Specific Areas

English Key Texts



Daily songs,
nursery rhymes
and school/class
songs.

Literacy



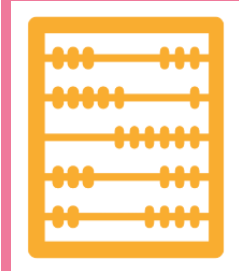
Autumn 1
Draw freely
Learning new vocabulary
Begin to recognise their name.

Autumn 2
Name some of the parts of a book.
Engage in conversations about books.
Learning new vocabulary
Recognise their name fully

Phonics

Aspects 1,2, 3 of phase 1
Environmental sounds, Instrumental sounds and percussion

Mathematics



Texts



Autumn 1
Colours- red, blue, yellow, green, purple etc.
Match- buttons, colours, matching towers, matching shoes
Match- number shapes, Shapes
Sort- colour, size, shape
Sort- what do you notice? What's the rule?

Autumn 2
Awareness of number in the environment
Sequencing AB patterns
Finger numbers to 3
Count to ten
Subitising 1 & 2
1:1 correspondence to 3


Songs:
One Man Went to Mow, One two buckle my shoe, One Finger One Thumb, One Big Hippo Balancing
Key vocabulary: colour, match, sort, size, big, bigger, biggest, small, smaller, smallest, pattern, count, subitise

Understanding the World


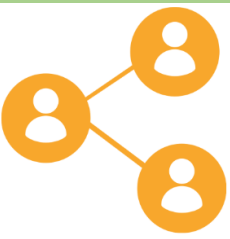


Science
Why are there so many leaves on the floor?
The children will use all their senses in hands-on exploration of natural materials.
They will talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties.
Key knowledge: I know that leaves fall off some trees in autumn.
Key vocabulary: autumn, leaves, fall
History
Who are our significant people?
Begin to make sense of their own life story and history.
Key knowledge: know about family structures and be able to talk about who is part of their family.
Key vocabulary: family
RE
Why do some people celebrate Christmas?
Key knowledge: know that Christmas is celebration of the birth of Jesus.

Begin to understand the need to respect and care for the natural environment and all living things.
Explore how things work.
Talk about what they see using a wide vocabulary.
Continue to develop positive attitudes about the differences between people.

	Key vocabulary: Jesus, god, celebrate	
Expressive Arts and Design 	Take part in simple pretend play. Listen with increasing attention to sounds. Explore different materials freely. Create closed shapes with continuous lines and begins to use these shapes to represent objects. Remember and sing entire songs D&T Make Pizza Make a space rocket Create a diva lamp Join different materials and explore different textures. Develop their own ideas and then decide which materials to use to express them. Key knowledge: Children know they need to wash their hands before preparing food and know which design decisions they need to make a pizza or diva lamp. Children need to know what design decisions they need to make to create a rocket and know what to use to join different materials. Key vocabulary: join, make, cut, taste, smell, pinch,	Sing the melodic shape of familiar songs. Play instruments with increasing control to express their feelings and ideas.

Spring Term Nursery Class Medium Term Plan
Themes: Stories and Rhymes
Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
Communication and Language 	<u>Listening</u> Enjoy listening to longer stories and can remember much of what happens. <u>Attention</u> The children can shift from one task to another if you fully obtain their attention, for example, by using their name. <u>Respond</u> Sing a large repertoire of songs. <u>Understanding</u> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <u>Speaking</u> Use a wide range of vocabulary	Use a wide range of vocabulary. Use longer sentences of 4-6 words. Sing a large repertoire of songs. Develop their communication but may struggle with tenses.
Personal, Social and Emotional Development 	Children develop their sense of responsibility and membership of a community. The children can talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’, or ‘worried.’ Show more confidence in new social situations. Understand why rules are important. The children do not always need an adult to remind them of the rules.	

Start to develop a preference for a dominant hand.

Collaborate with others to manage large items such as moving a long plank safely.

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.

Go up steps and stairs or climb up apparatus with alternate feet

English Key Texts



Daily songs,
nursery rhymes
and school/class
songs.

Name the different parts of a book.

Write some letters accurately.

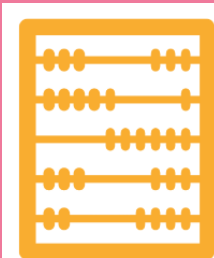
Engage in extended conversations about books.

Learning new vocabulary.

Phase 1

Aspects 4 & 6 rhythm and rhyme speech sounds

Texts



More than – comparing amounts

1:1 correspondence to 5

Finger numbers to 5

Subitising to 3

Patterns in the environment

Recognising 2D shapes

Comparing size/length with bigger & smaller

Counting up to 10

	<p><u>Songs</u></p> <p>5 Currant Buns, 1 2 3 4 5 Once I Caught a Fish Alive, 5 Little Spacemen, 5 Little Monkeys Jumping on the Bed, 10 Fat Sausages, 5 Little Ducks</p> <p>Key vocabulary: more, pattern, 2D shape, triangle, square, rectangle, oblong, square, side, corner, small, smaller, smallest, big, bigger, biggest</p>	
<p><u>Understanding the World</u></p>	<p><u>Science</u></p> <p><u>Why is it cold in winter?</u></p> <p>Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Key knowledge: children know that it is cold in the winter time. Key vocabulary: winter, cold, weather</p> <p><u>Make and bake a Gingerbread Man</u></p> <p>Talk about the differences between materials and changes they notice. Key knowledge: children know that they need to mix the ingredients and bake the biscuits in the oven. Key vocabulary: bake, oven, ingredients, mixture</p> <p><u>Science</u></p> <p><u>How can we free Incy Wincy Spider?</u></p> <p>The spider is trapped in ice- how can we free him? Investigate the spider going down a drain. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Key knowledge: children know that ice melts into water. Key vocabulary: ice, water, change</p> <p><u>RE</u></p> <p><u>Why do some people celebrate Easter?</u></p> <p>Key knowledge: know that people celebrate Easter to remember the time that Jesus died. Key vocabulary: Easter, Jesus, God</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work. Talk about what they see using a wide vocabulary. Continue to develop positive attitudes about the differences between people.</p>
<p><u>Expressive Arts and Design</u></p>	<p>Develop their own ideas and then decide which materials to use to express them. Respond to what that they have heard expressing thoughts and feelings. Develop complex stories using small-world equipment. Draw with increasing complexity and detail. Sing the pitch of a tone sung by another person.</p> <p>D&T</p> <p>Make a Gingerbread Man</p> <p>Create a castle- junk modelling</p> <p>-Join different materials and explore different textures. -Develop their own ideas and then decide which materials to use to express them. Key knowledge: children know that they need to mix the ingredients and bake the biscuits in the oven. They know what tools to use to cut and join materials. Key vocabulary: bake, oven, ingredients, mixture, join, cut</p>	<p>Sing the melodic shape of familiar songs. Play instruments with increasing control to express their feelings and ideas.</p>





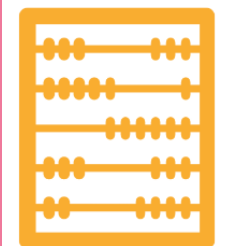

Summer Term Nursery Class Medium Term Plan

Themes: Growth and Animals

Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
Communication and Language 	<p>Listening Enjoys listening to stories and can remember what happens.</p> <p>Attention Children can shift from one task to another.</p> <p>Respond 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>Understanding Understand and use a wide range of vocabulary</p> <p>Speaking 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.” Can use sentences joined up with words like ‘because’, ‘or’, ‘and’ For example: “I like ice cream because it makes my tongue shiver”. Can use the future and past tense: “I am going to the park” and “I went to the shop” Can answer simple ‘why’ questions?</p>	<p>Use a wide range of vocabulary. Use longer sentences of 4-6 words. Sing a large repertoire of songs. Develop their communication but may struggle with tenses.</p>
Personal, Social and Emotional Development 	<p>The children understand how other people may be feeling. They extend and elaborate play ideas with other children. Find solutions to conflicts and rivalries, for example, accepting not everyone can be the same character. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	
Physical Development 	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly independent when getting dressed and undressed e.g., zipping up coats Make healthy choices about food, drink, activity and tooth brushing. 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. Choose the right resources to carry out their own plan.</p>	<p>Increasingly independent in meeting their own care needs e.g., using the toilet, washing hands Start to eat independently and learning how to use a knife and fork. Go up steps and stairs or climb up apparatus with alternate feet</p>

Specific Areas

English Key Texts				Daily songs, nursery rhymes and school/class songs.
Literacy	<div></div> <div>Summer 1 Write some of their name Know that print has different purposes Know that English is read left to right, top to bottom Summer 2 Write all of their name Use some of their letter and print knowledge in their early writing. E.g. writing lists, ‘m’ for mummy.</div>			
Phonics	Phase 1 Phase 1 aspects 5 & 7 Alliteration Oral segmenting and blending Spot and suggest rhymes Recognise words with the same initial sound. Count or clap syllables in a word.			
Mathematics	<div></div> <div>Texts </div> <div>Summer 1 Revisit 2D shapes and teach 3D shapes Comparing quantities more and less Describe a familiar route Sequencing time – day/night, ordering their day at Nursery Positional language</div> <div>Summer 2 Errors in repeating patterns Comparisons relating to capacity and weight Producing small numbers – counting out up to 10 objects from a larger group 1:1 correspondence to 10 Subitising to 5</div>			
	Songs Days of the Week, Hickory Dickory Dock, Incy Wincy Spider, Grand Old Duke of York, Peter Rabbit had a fly upon his nose, 10 Green Bottles, Humpty Dumpty Key vocabulary: 3D shapes, cube, cuboid, sphere, cylinder, cone, face, corner, edge, more, less, fewer, day, night, behind, in front, beside, in, on, above, underneath, pattern, full, empty, heavy, light, heaviest, lightest			
Understanding the World	Science How do we know it is spring? Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Key knowledge: know that in spring flowers grow. Know that flowers/ plants grow from seeds/bulbs. Key vocabulary: spring, buds, flowers Where do butterflies come from? Talk about the changes they notice. Key knowledge: know that caterpillars change into butterflies Key vocabulary: egg, caterpillar, pupa, butterfly Visits from people that help us -Show an interest in different occupations. Geography What is Africa like and how is it different to here?		Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work. Talk about what they see using a wide vocabulary. Continue to develop positive attitudes about the differences between people.	

	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Key knowledge: children know that it is hotter in Africa than the UK. Children know the difference between farm animals and wild animals found in Africa.</p> <p>Key vocabulary: weather, similar, different, farm, wild</p> <p>RE</p> <p>Where do we belong?</p> <p>Children talk about their families and find out what is needed to care for a baby.</p> <p>Key knowledge: children know that a baby needs lots of care when it is born. They know that a baby drinks milk</p> <p>Key vocabulary: love, care, welcome</p>	
<p>Expressive Arts and Design</p> 	<p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings and paintings.</p> <p>Explore colour mixing.</p> <p>Make imaginative and complex small world with blocks and construction.</p> <p>Use drawings to express ideas like drawing and movement.</p> <p>Create their own songs or improvise songs around one they know.</p> <p>D&T</p> <p>Can you make a boat for Mr Gumpy?</p> <p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Key knowledge: children need to know which materials to use, cut and join to make a boat.</p> <p>Key vocabulary: tape, cut, fit, join</p>	<p>Sing the melodic shape of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>