Medium Term Plans – Nursery



The learning in Nursery is built on four core foundations: Communication and Language, Physical Development, Personal, Social and Emotional Development, and Executive Function. These are developed continuously across the year, with different elements prioritised each half term.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes These may be adapted at any point to allow for children's interest through the provision	*All About Me* *Awesome Autumn*	*I can sing a rainbow* *It's Christmas!*	*Up, down and all around* *It's story time*	*Superheroes* *Far, Far Away*	*Nature Explorers* *Out and about…*	*Creatures Great and Small* *Ready Steady Go!*
Children's learning is built on four core foundations. These are prioritised every day, in every half term: • **Communication and Language** – high-quality interactions, modelling language, extending vocabulary • **Physical Development** – daily gross motor outdoors, fine motor through play and tools • **Personal, Social and Emotional Development** – relationships, routines, self-regulation • **Executive Function** – attention, memory, flexibility and self-control				**Every day, children will:** • Experience high-quality interactions with adults • Develop language through conversation, stories, songs and play • Practise turn-taking, routines and self-regulation • Develop physical skills through indoor and outdoor play		

Core Knowledge Statements			
Geography *Place Knowledge – Local Area* *Place Knowledge World* *Environment/ Sustainability*	*Place Knowledge – Local Area* I go to Nursery.	*Place Knowledge World* People live in different places	*Place Knowledge – Local Area* There are farms near where I live *Environment/ Sustainability* I can help the world
History *Significant People* *Significant Event* *Chronological Knowledge*	*Significant People* xxx is in my family.	*Significant Event* I have a birthday	*Chronological Knowledge* I was a baby and now I am at Nursery Now I can… (change over time)
Science *The Seasons* *Animals* *The Human Body* *Plants*	*The Seasons* *Leaves fall from the trees in Autumn* *Animals* *There are different animals (ongoing)*	*The Seasons* *It is cold in Winter* *The Human Body* My body has different parts	*The Seasons* *Plants start to grow in Spring.* *It is hot in Summer.* *Plants* *Most plants grow in soil* *Animals* *Some animals live on farms*

Autumn 1

All about Me Awesome Autumn

Settling and Security - Emphasis: readiness, routines, relationships

What children are becoming:	What children will know:	What children will be able to do:
Children who feel safe, secure and ready to learn	• They are part of Nursery • Familiar adults can help them • Simple routines structure the day	• Respond to their name • Follow simple routines with support • Begin to separate from carers

Communication & Language

- Tune into adult voice and begin to listen
- Respond to name and simple prompts

PSED

- Form secure relationships with adults
- Feel safe and begin to separate from carers

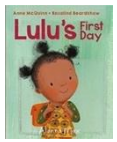
Executive Function

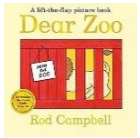
- Begin to follow simple routines
- Sustain attention for very short periods

Physical Development

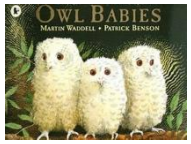
- Explore environment through movement
- Begin gross motor exploration

Core Texts:

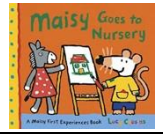








Suggested Supplementary Texts:



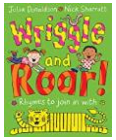






On going Poetry:





Making Conversation	Managing Me	Muscles and Movement	Mark Making and Meaning	Mathematics	My Marvellous World
Develop communication and language through: • Frequent high-quality interactions with adults. • Daily Story and Song time. • Model using simple language from books in their play • Give the opportunity to share experiences (class toy) • Practise labelling objects and with support extending sentences (box, big box, big brown box). • Explicit teaching of new vocabulary - Naming, single words, responding to questions **Leads to:** attention, listening, response	Teaching new routines to children: - Learning to line up - Transition times - Snack and lunchtime routines - Tidy up time • Provide daily stop/start games (e.g. "ready, steady, go… stop", freeze dance) • Model and support turn-taking in play (e.g. bubbles, bikes, sand tools) • Use simple 1-step instruction games (e.g. "find your coat", "sit down") • Establish consistent routines with visual cues and songs for transitions • Narrate behaviour and thinking (e.g. "we are waiting", "your turn next") **Leads to:** security, separation, routines	Gross Motor: • Exploring the outdoor area and resources • Explore pre-made obstacle courses – balancing on crates etc. • Using different ways to move outside Fine Motor: • Use one handed tools and equipment – scissors, paintbrushes and mark making materials • Playing with playdough and using different tools. **Leads to:** movement, exploration, control	• Nursery rhymes and singing songs. • Recognising name cards for self-registering • Exploring mark-making materials – pencils, pens, chalk • Talk about the marks they have made. • Listening skills: Sound walk and sound games • Books – opportunities to look at books and listen to stories read by grown-ups. • Turning pages carefully **Leads to:** book engagement, mark making	•Exploring numbers through songs and rhymes – saying number words in songs. •Talking about numbers that may be important to them – 'I am 3' •Noticing "more" or "lots" •Constructions activities with different blocks and shapes •Experiment with filling containers of different sizes and use simple language linked with size. •Recognise and name colours **Leads to:** quantity awareness, early number	• Children talk about themselves – what do they like? Who is in their family? • Draw pictures of their family • Children know that they go to Nursery and what their Nursery is called. • Can talk about what they see – inside and outside. • Talk about the different animals we see in Autumn • Singing simple songs – using a song bag • Exploring creative materials – learning how to use a glue stick • Free painting – using paint brush **Leads to:** self-awareness, environment talk, exploration, imagination

Autumn 2

I can sing a rainbow It's Christmas!

Early Engagement and Independence - Emphasis: interaction and basic independence

What children are becoming	What children will know	What children will be able to do
Children who begin to interact and engage with others	• Others can play alongside them • Simple rules help us learn together • Basic self-care routines are important	• Use single words and short phrases • Take turns with support • Begin simple self-care tasks

Communication & Language

- Begin back-and-forth interactions
- Use single words and short phrases

PSED

- Begin to play alongside others
- Follow simple expectations with support

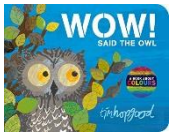
Executive Function

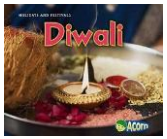
- Follow simple 1-step instructions
- Begin turn-taking

Physical Development

- Develop fine motor through play (tools, mark-making)
- Growing independence in self-care

Core Texts:

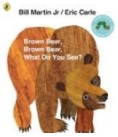


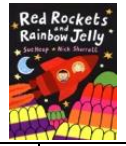






Suggested Supplementary Texts:









On going Poetry:





Making Conversation	Managing Me	Muscles and Movement	Mark Making and Meaning	Mathematics	My Marvellous World
• Daily Story and Song time – children to start talking about what happens in the story. • Shared reading – reading the same story to support vocab development. • Explicit teaching of new vocabulary linked to other areas of learning. • Nursery Rhymes and singing songs • Using Language from books in play • Children to talk in small group discussion with back-and-forth interaction • Key groups – time to talk. Prioritising back and forth interactions with a grown-up. **Leads to:** words, interaction, story talk	• Continue stop/start games with reduced adult modelling (e.g. traffic light game) • Provide structured turn-taking games • Introduce "first–then" language to support routines • Give simple 1-step instructions consistently, beginning to build towards 2 steps • Use familiar cues and prompts to support transitions and waiting • Friendships and sharing • Growing in independence – following routines • Growing independence – coat, shoes and wellies • Talk about simple feelings – happy, sad etc. **Leads to:** sharing, rules, independence	Gross Motor: • Introduce and activity challenge bag – can children hop, stand on one leg, skip etc. • Experiment with different ways of moving around the outdoor area. • Ride scooters and bikes • Beginning to skip, hop and stand on one leg. Fine Motor: • Shows a preference for a dominant hand. **Leads to:** balance, coordination, self-care	• Begin to practise copying first letter of name. • Listening skills: General sound discrimination – making sounds with our bodies. Making musical instruments etc • Writing for a purpose – eg. names in Christmas cards • Retelling stories by looking at the pictures. • Story time books giving children the opportunities to join in with repeated phrases. **Leads to:** repetition, name recognition	• Joining in with counting to 5 • Touching objects while counting (may skip or double count) • Beginning to subitise 1–2 • Beginning to match and sort objects into groups • Explore shape puzzles and starting to match shapes to correct space. • Use language such as big and little, small, and large, tall, long, short can also be introduced. **Leads to:** counting, sorting, matching	• Using tape to join two junk items together. • Experiment mixing colours • Paint different shapes • Making gingerbread people – mixing ingredients together • Winter Festivals: Understand that people live differently to them. • Diwali – how is it celebrated? • Christmas – why do we have Christmas? • Learn some simple Christmas songs to perform. • Understanding that people are different and that they celebrate and believe in different things • Act out stories that they know in play. **Leads to:** noticing change, simple vocabulary, joining, creating, role play

Spring 1

Up, down and all around It's story time…

Attention, Talk and Early Learning - Emphasis: sustained engagement and early learning behaviours

What children are becoming	What children will know	What children will be able to do
Children who can focus and begin to express ideas	• Stories have structure • Numbers represent quantity • Feelings can be named and shared	• Use short phrases to communicate • Sustain attention for longer periods • Begin counting and recognising small quantities

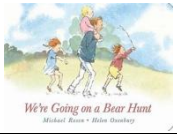
Communication & Language
- Use short phrases to communicate needs and ideas
- Listen to and recall parts of familiar stories

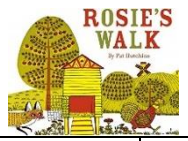
PSED
- Build relationships with peers
- Begin to recognise and express emotions

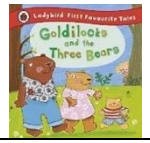
Executive Function
- Sustain attention for longer periods
- Begin to tolerate small frustrations

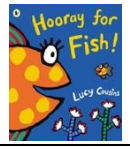
Physical Development
- Develop control in gross motor (balance, climbing)
- Begin more purposeful mark-making

Core Texts:







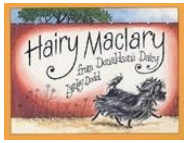


Suggested Supplementary Texts:



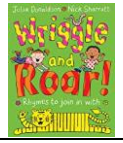






On going Poetry:





Making Conversation	Managing Me	Muscles and Movement	Mark Making and Meaning	Mathematics	My Marvellous World
• Continue daily story, song and shared reading routines • Explicit teaching of new vocabulary • Talk about likes and dislikes • Use story language in play – going on a bear hunt outside. • Extending talk through Phrases, simple sentences, retelling events • Structured talk opportunities where children explain ideas to others **Leads to:** talking about stories, using longer phrases	• Provide 1–2 step instruction games • Use structured turn-taking games in small groups • Teach and rehearse simple rules through play (e.g. Simon Says, follow the leader) • Use countdowns and visuals to support transitions • Introduce simple memory challenges (e.g. "bring two things") • Teach more independent self-care - toileting etc. • Understanding and name simple feelings. • Introduce simple self-regulation techniques **Leads to:** naming feelings, early cooperative play, following instructions, sustained attention	Gross Motor: • Run and navigate the space (learning how to play simple playground games) • Experiment with different ways of moving. • Obstacle courses – travelling under, over, through etc. Fine Motor: • Pincer grip – daily name writing practise • Dough gym – develop fine motor skills **Leads to:** coordination, tool control	• Copy writing name • Practising hearing initial sounds in words • Listen to Fred talk and begin to orally blend. • Nursery Rhymes and singing songs • Model how books work (front cover, page turning) • Orally re-telling stories they have heard. • Create simple story maps • Giving meaning to the marks that they see. **Leads to:** retelling, story language, early phonics awareness	• Counting objects one by one • Answering "How many?" after counting – last number counted tells us how many • Beginning to match number names to quantities • Number of the week – 1-3 • Begin to subitising 1-3 • Representing 1-3 using marks, pictures and finger • Explore weight and size • Make pictures with and explore using shapes • Naming and recognising simple 2D shapes • Copy and continue simple patterns **Leads to:** 1:1 counting, understanding quantity	• Draw pictures inspired by stories • Playing simple untuned percussion – tempo and volume • Use song bag to teach and sing familiar songs • Children encounter a wide range of stories, families, and environments • Chinese Lunar New Year – how is this celebrated? • Cooking: mixing ingredients together. How does the mixture change when it gets hot? • Winter Walk – talk about what they can see. How do we know it is Winter? Winter weather. • Ice –. Find out about freezing and melting. **Leads to:** noticing and describing change, representation + beginning explanation

Spring 2

Superheroes Far, Far Away

Expression and Control - Emphasis: increasing independence and communication

What children are becoming	What children will know	What children will be able to do
Children who can communicate ideas and manage behaviour	• Words can explain ideas ("because") • Their body needs care and movement • People have different roles and jobs	• Use longer phrases and simple sentences • Follow 1–2 step instructions • Begin cooperative play

Communication & Language

- Begin to use longer phrases and simple sentences
- Use vocabulary from stories in play

PSED

- Begin cooperative play
- Follow routines with less support

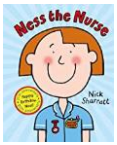
Executive Function

- Follow 1–2 step instructions
- Begin self-regulation with support

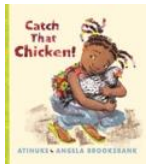
Physical Development

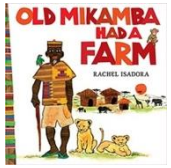
- Increased control in fine motor (grip, tools)
- Improved coordination and movement

Core Texts:

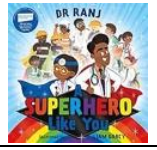


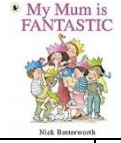


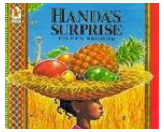




Suggested Supplementary Texts:



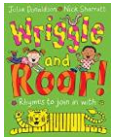






On going Poetry:





Making Conversation	Managing Me	Muscles and Movement	Mark Making and Meaning	Mathematics	My Marvellous World
• Continue daily story, song and shared reading routines • Explicit teaching of new vocabulary. • Prioritise small group circle times to encourage all children to practise talk. • Opportunities for children to talk in different situations to different audience/group. • Model using words like because in small group discussions. **Leads to:** sentences, instructions, vocabulary	• Provide games with changing rules • Plan small group games that require waiting and turn-taking with less adult support • Create opportunities for simple problem solving. • Practise following 2-part instructions in play • Encourage children to pause before acting, through prompts and modelling • Support conflict resolution (use words instead of actions • Support children to use simple self-regulation strategies (e.g. breathing, waiting) • Dental hygiene - Why is it important to look after our teeth? How do we look after our teeth? **Leads to:** cooperation, routines, regulation	• Healthy eating – making fruit kebabs • Exploring what happens to our bodies when we are active. • Looking after our bodies – why is brushing out teeth important? • Think about all the amazing things our bodies can do – what is your favourite part? (legs because us can run so fast). Fine Motor skills: • Dough gym • Pencil grip practise • Lots of opportunity to use different tools in continuous provision. **Leads to:** control, coordination, independence	• Practising hearing initial sounds • Listen to Fred talk and begin to orally blend. • Opportunities to recognise logos and signs • Nursery Rhymes and singing songs • Rhyme and Alliteration – silly soup • Opportunities to make marks for a purpose – eg.writing name in card, writing in role play area **Leads to:** sounds, rhyme, purposeful marks	• Number of the week – 4-5 • Touch counting • Saying which group has more • Using fingers, marks, or objects to show number (1-5) • Beginning to recognise some numerals • Instantly recognise small groups - Subitising numbers 1-3 • Investigate length and height – finding things that are bigger/longer etc. • Encourage use more specific mathematical vocabulary in relation to: Length - longer, shorter height – taller, shorter **Leads to:** number to 5, comparison	• Children to understand that there are different countries • Different jobs – real life superheroes • Talk about the different parts of their bodies – 2 legs, 1 head etc. • Mother's Day – talk about Family and the people who are important to them • Easter – what happens at Easter? • How do people celebrate Easter? • Make simple patterns using natural materials. **Leads to:** roles, differences, experiences, intention, creativity, ideas

Summer 1

Nature Explorers Out and about…

Independence and Application - Emphasis: applying skills across provision

What children are becoming	What children will know	What children will be able to do
Children who apply learning independently in play	• Plants and living things grow and change • Numbers can be represented in different ways • Print carries meaning	• Initiate conversations • Solve simple problems • Use early phonics knowledge in play

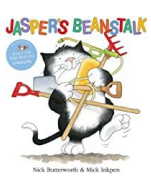
Communication & Language
- Initiate conversations
- Sustain back-and-forth talk

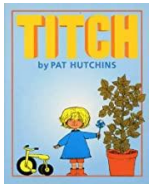
PSED
- Manage feelings with growing independence
- Engage more consistently with peers

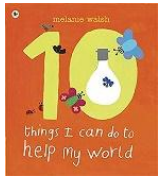
Executive Function
- Follow routines independently
- Begin to solve simple problems

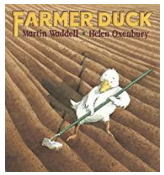
Physical Development
- Use tools with increasing control
- Apply motor skills in play (construction, obstacle courses)

Core Texts:

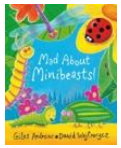


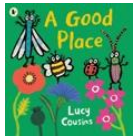


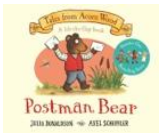




Suggested Supplementary Texts:



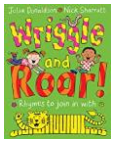






On going Poetry:





Making Conversation	Managing Me	Muscles and Movement	Mark Making and Meaning	Mathematics	My Marvellous World
• Continue daily story, song and shared reading routines • Model and prompt children to ask questions (who/what/why) • Explicit teaching of new vocabulary linked to other areas of learning. • Class Toy – talking to an audience • In discussions begin to answer simple questions. • Use talk to explain what they have done. **Leads to:** conversation, sustained talk	• Provide open-ended challenges • Plan activities requiring 2-step actions within play • Offer simple rule-based games that children can lead (e.g. traffic light) • Create opportunities for children to manage transitions with minimal prompts • Encourage children to verbalise thinking (e.g. "first… then…") • Opportunities to express and identify feelings • Discuss how actions make other people feel. How can they make the situation better? • Provide opportunities for children to select resources they need (junk modelling, making obstacle course) **Leads to:** independence, engagement, choice	• Make own obstacle courses – under, over, through, round etc. • Show awareness of obstacles whilst running, riding a scooter /bike etc. • Water Play outside – transporting water, selecting correct resources etc. Fine Motor Skills: • Opportunities to use scissors – junk modelling, snipping herbs, cutting out activities • RWInc – challenging those who are ready to form letters correctly – sound of the week and letters in name. **Leads to:** control, coordination, application	• Start Read Write Inc for Nursery – set 1 sounds. • Practising hearing initial sounds • Teach children that text is read left to right and top to bottom. Model with big books. • Introduce Fred Talk – oral blending and segmenting • Opportunities for mark making – story maps, posters etc. • Nursery Rhymes and singing songs – joins in and is able to start to say which words rhyme. **Leads to:** sounds, print awareness	•Subitising - instantly recognising small groups •Using number in play (e.g. giving 3 items) •Counting reliably to 5 •Positional Language •Shapes – shape of the week. Square, circle, rectangle and triangle •Focus on properties of shapes using words such as 'straight/flat/round/ curved'. Once children can sort into sets, they learn that these can be compared and ordered. Sets can have more, the same or fewer than another set. **Leads to:** counting to 5, shape, position	• Look at Tractors – how have they changed over time? • Understand what plants need to grow. • Life cycle of a plant • Talk about why we look after our world. • Find out about recycling • Use scrap material to make something new – a bag • How have they grown and changed since being a baby? • Make a timeline – baby, toddler and now • Observational drawings of plants • Living Eggs in school - Life cycle of a hen **Leads to:** growth, change, environment, planning, creating, storytelling

Summer 2

Creatures Great and Small Ready, Steady Go!

Secure Foundations and Readiness - Emphasis: independence and readiness for Reception

What children are becoming	What children will know	What children will be able to do
Children who are confident, independent learners	• Daily routines follow a sequence • Stories have beginnings, middles and ends • Numbers to 5 can be represented and compared	• Hold simple conversations • Follow routines independently • Show readiness for Reception expectations

Communication & Language

- Hold simple conversations
- Express ideas and needs clearly

PSED

- Play cooperatively and resolve simple conflicts
- Show independence in self-care

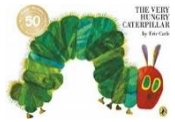
Executive Function

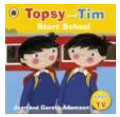
- Sustain attention in longer activities
- Follow routines and instructions independently

Physical Development

- Use tools confidently for mark-making
- Show control in both gross and fine motor

Core Texts:



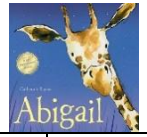


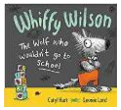




Suggested Supplementary Texts:



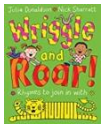






On going Poetry:





Making Conversation	Managing Me	Muscles and Movement	Mark Making and Meaning	Mathematics	My Marvellous World
• Continue daily story, song and shared reading routines • Explicit teaching of new vocabulary linked to other areas of learning. • Opportunities for children to talk in different situations to different audience/group • In small groups children to express point of view – ask questions about favourite part of story, open ended questions to encourage answers in full sentences. **Leads to:** conversation, clarity, questions	• Provide small group tasks that require sustained attention (5 mins) • Plan games with clear rules that children follow independently • Create opportunities for children to complete simple tasks from start to finish • Support children to manage routines independently • Encourage reflection and self-talk ("what do you need to do first?") • Independent conflict resolution with prompts • Give children opportunities to discuss feelings and the feelings of others. • Provide more challenging adult-led activities that require more focus – preparing children for Reception. • Transition work **Leads to:** independence, cooperation, reflection	• Practise holding a pencil correctly – dough gym/fine motor group for those children who find that difficult. • Outdoor challenges box – standing on one leg, jumping, catching a ball etc. • Dancing and linking movements together – creatures great and small. How would you move like different animals? • Traffic Light Game – changing movements when given instructions – extend to The Bean Game • Sports Day **Leads to:** fluency, control, confidence	• Read Write Inc – continue set 1 sounds • Practising hearing initial sounds • Fred Talk – oral blending and segmenting • Challenge some children to begin to sound out some simple words or identify the initial sounds of some words that would like to write (label drawings etc.) • Lots of opportunities to write their name and mark make for a purpose. • Opportunities to re-tell known stories. Using the pictures and turning pages. • Start using Lilac books with children who are ready **Leads to:** early writing, retelling	• Combining and separating small groups • Seeing 3 as "2 and 1" • Confident counting and comparison • Encourage children to build on their understanding of full and empty • Provide opportunities to explore capacity with different materials such as water, sand, rice and loose parts **Leads to:** number security, problem solving	• Sun Safety – why we have to careful when it is hot. • Look at maps so children can see where the land and the sea is. • Talk about where children might have been on holiday – different countries. • Using paint to print. • Printing patterns – what can you print with? • Playing simple tuned percussion – pitch, tempo and volume • Craft and creative projects linked to the theme of the week – apply skills learnt throughout the year (colour mixing, printing etc). **Leads to**: past/present, environments, independence, explanation, performance