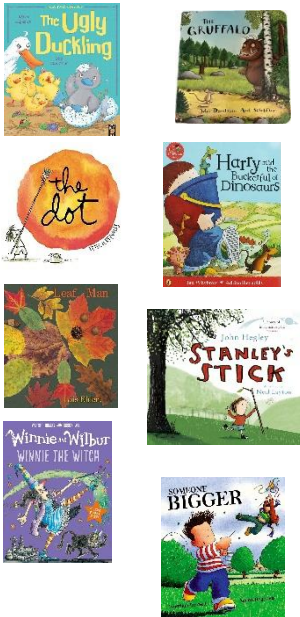
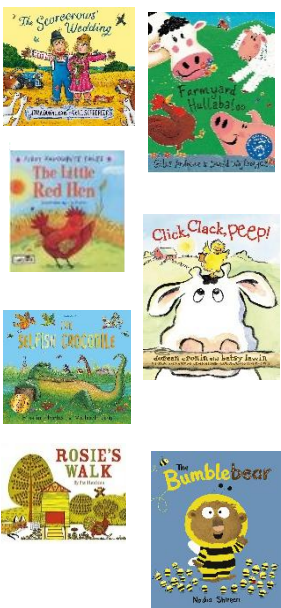
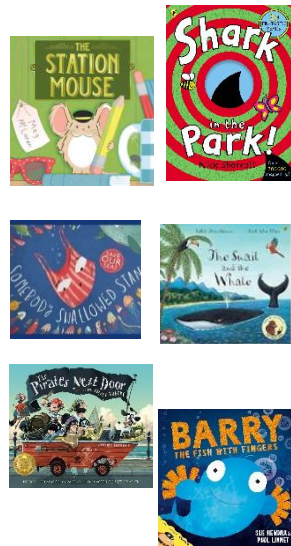


Medium Term Plan Nursery  2-3 year olds	Autumn 1 All About Me My family My body Feelings and emotions	Autumn 2 Celebrations and Light Bonfire Night Diwali Birthdays Christmas	Spring 1 Once Upon a Time Familiar stories Traditional tales and rhymes Story characters Puppets and pretend play	Spring 2 Grow and Change Caring for plants and animals Baby and adult animals	Summer 1 Amazing Animals Pets Farm animals Wild animals	Summer 2 Under the Sea and Holidays Seaside Sea animals Transport
Possible Celebrations & Experiences	Class rules and routines, Starting School, Halloween, Autumn, Black History Month, European Day of Languages, Space Week	Bonfire Night, Children in Need, Mental Health Awareness, Remembrance Day, Advent, Christmas, Christmas Nativity, Diwali	Valentine's Day, Chinese New Year, Numbers Day, Safer Internet Day, International Mother Language Day, Pancake Day	World Book Day, Mother's Day, Eid World Art Day, Easter, British Science Week, World Poetry Day, International Day of Forests	International Museum Day, World Biscuit Day, World Food Safety Day	Father's Day, Sports Day, Transition, World Environment Day, Refugee Week
Key Texts Texts – Fiction and Non-Fiction						

Personal, Social and emotional development 	• Build a secure relationship with their key person. • Manage separation with sensitive support. • Explore the setting and return to a familiar adult for reassurance. • Express choices using gesture, sound or words. • Begin to recognise daily routines. • Play alongside other children.	• Seek comfort from familiar adults when needed. • Show clear preferences and make simple choices. • Join a familiar group experience for a short time. • Begin to wait briefly with adult support. • Notice when another child is present or needs space. • Help with simple routines such as putting a cup away.	• Develop pretend play based on familiar experiences. • Begin to share space and resources with adult support. • Use words, signs or gestures to express basic feelings and needs. • Move between activities with visual and verbal support. • Show growing confidence in familiar parts of provision.	• Try simple self-care tasks such as washing hands and helping with coat. • Begin to manage frustration through adult co-regulation. • Make choices and persist with a chosen activity. • Show interest in the play of other children. • Begin to understand simple boundaries such as kind hands.	• Play alongside and sometimes with a familiar child. • Show affection or concern in simple ways. • Cope with small changes when prepared by an adult. • Use a wider range of feeling words modelled by adults. • Develop confidence in toileting or nappy-changing routines according to individual readiness.	• Approach familiar adults for help. • Take part in short group routines without pressure. • Show increasing independence in eating, dressing and tidying. • Begin to take turns in motivating games with support. • Prepare for transition through repeated visits, photographs and familiar objects.
Communication and Language 	• Respond to their name and familiar voices. • Listen and respond to simple one-step instructions in context. • Use gesture, sounds, single words or short phrases to communicate. • Point to familiar people, objects or body parts when named. • Enjoy songs, rhymes and sound play.	• Attend to a short, familiar story with pictures or props. • Copy words, actions and environmental sounds. • Understand frequently used words such as more, stop, coat and all gone. • Begin to combine words, where developmentally appropriate. • Take turns in simple back-and-forth interactions.	• Listen to simple stories and use pictures to follow what is happening. • Understand simple who, what and where questions. • Use talk, sounds or gestures in pretend play. • Name familiar objects and characters. • Join in with repeated words and rhyme actions.	• Follow instructions containing a familiar action and object, such as find your cup. • Use new words linked to plants, food and spring. • Comment on what they can see and do. • Begin short conversations, often moving between topics. • Request help using an appropriate word, sign or gesture.	• Use animal names, sounds and action words. • Understand simple descriptive words such as big, soft, wet and fast. • Listen to another person's talk with interest for a short time. • Use two- to four-word phrases where developmentally appropriate. • Recall a simple part of a familiar experience.	• Understand and act on slightly longer familiar sentences. • Use language to organise simple play, such as car go or baby sleep. • Answer or respond to simple who, what and where questions. • Attempt new words and communicate with increasing confidence. • Enjoy familiar stories and anticipate repeated parts.

Children will encounter and develop new vocabulary through warm, responsive interactions, stories, songs, nursery rhymes, routines, play and first-hand experiences. Adults will model simple language, repeat key words and sensitively extend children's communication.

Physical Development 	- Walk, crawl, climb and move freely in safe spaces. - Explore whole-body movements such as stretching, stamping and swaying. - Carry, push and pull suitable objects. - Use hands to fill, empty, scoop and pour. - Make marks with chunky tools using large movements.	- Stop and start to music with modelling. - Roll and kick a large ball. - Stack, knock down and connect large construction materials. - Explore dough through squeezing, pressing and pulling. - Begin to feed themselves using fingers and a spoon.	- Climb and negotiate low-level equipment with support. - Walk up steps or slopes using support as needed. - Throw a ball or beanbag in a chosen direction. - Turn pages and manipulate simple inset puzzles. - Use chunky crayons, brushes and chalks with increasing control.	- Jump with two feet or experiment with leaving the ground. - Squat to play and rise without using hands where able. - Use large tweezers, pegs, posting toys and simple one-handed tools. - Help wash and dry hands. - Explore spring scissors only with close adult supervision and readiness.	- Move in different ways to represent animals. - Begin to avoid obstacles and move safely around others. - Catch or trap a large ball against the body. - Build with blocks and manipulate smaller construction pieces safely. - Help put on coat, shoes or hat with adult support.	- Move confidently in familiar indoor and outdoor spaces. - Join simple action sequences and movement songs. - Refine rolling, kicking, throwing and carrying. - Make a range of lines, circles and marks without expectation of letter formation. - Use a spoon and open cup with growing independence; begin fork use when ready.
Literacy 	- Enjoy sharing books one-to-one or in a small group. - Hold a book, turn pages and look at pictures. - Recognise familiar photographs, logos or pictures. - Join in with repeated actions in rhymes. - Explore early marks in paint, sand and large paper.	- Choose favourite books and request them again. - Point to or name objects in pictures. - Notice environmental print that is meaningful to them. - Join in with repeated words, sounds and actions. - Give meaning to a mark through gesture or words.	- Listen to very short repeated stories supported by props. - Anticipate a familiar story action or phrase. - Explore puppets, story baskets and small-world characters. - Make marks during pretend play. - Notice sounds in the environment and copy them.	- Handle books with growing care. - Talk about or point to what they notice in a picture. - Sequence two familiar actions using objects or photographs. - Make lines, dots, circles and scribbles freely. - Enjoy rhyme, rhythm and alliterative sound play without formal phonics tasks.	- Recall a character, object or sound from a familiar story. - Fill in a missing word or sound in a well-known rhyme. - Choose tools and surfaces for mark making. - Begin to distinguish between picture and print through shared reading. - Notice their own photograph or name card as a meaningful label.	- Retell a small part of a familiar story through action, objects or words. - Select books independently and share preferences. - Join in with rhyming and rhythmic patterns. - Use marks to represent an idea and explain them when able. - Develop listening and sound discrimination through playful everyday experiences.

Mathematics 	• Explore filling, emptying, stacking and nesting. • Match identical familiar objects. • Notice when there is one or more than one. • Use or respond to words such as big, little, more and all gone. • Join in with simple number rhymes.	• Sort objects informally by a noticeable feature. • Compare size through real objects and movement. • Explore full and empty through water, sand and containers. • Build with blocks and fit shapes into spaces. • Count in everyday routines without expectation of stable accuracy.	• Recognise familiar routines and simple sequences. • Complete simple inset puzzles and shape sorters. • Explore positional words such as in, on and under. • Notice small groups of one, two or three in meaningful play. • Copy a simple action pattern in songs or movement.	• Compare long and short, tall and small through practical play. • Use containers to explore capacity. • Make arrangements with blocks, shapes and loose parts. • Give one object when asked and sometimes two with support. • Notice and anticipate what comes next in a familiar routine.	• Count objects, sounds or actions alongside an adult. • Compare groups using more and lots in context. • Match and sort animals or natural objects. • Copy a simple two-part pattern in action or sound. • Explore route, distance and direction through physical play.	• Use early number words during play. • Recognise one and two in highly familiar contexts. • Solve simple practical problems such as finding a lid or fitting a piece. • Explore shape, space, weight and capacity independently. • Use positional words with modelling and revisit favourite number rhymes.
Understanding of the World  	• Recognise and talk about familiar people using photographs. • Explore natural materials using touch, smell, sight and sound. • Notice autumn leaves, rain, wind and changing light. • Explore simple cause-and-effect toys. • Learn names for familiar body parts and everyday objects.	• Explore light, shadow, reflective materials and safe battery-operated lights. • Notice that families may celebrate in different ways. • Explore materials with contrasting textures. • Help prepare for a familiar celebration. • Use simple technology by pressing, turning or activating age-appropriate resources.	• Notice cold weather and choose appropriate clothing with support. • Explore ice melting and water changing through supervised play. • Recognise familiar community helpers through real experiences, photos and role play. • Explore how wheeled toys move. • Revisit familiar places through photographs and local walks.	• Plant large seeds and help water them. • Notice that plants change over time. • Explore soil, leaves, flowers, fruit and vegetables using the senses. • Notice baby animals and new life. • Talk about Easter or family traditions in simple, concrete ways.	• Name and imitate familiar animals. • Notice differences such as fur, feathers, size and movement. • Learn to touch and observe living things gently. • Explore where animals live through real experiences and small world. • Notice signs of seasonal change outdoors.	• Explore water, sand, shells and stones safely. • Name familiar vehicles and notice how they move. • Explore pushing, pulling, rolling and floating. • Talk about familiar journeys and places. • Notice simple changes over time using photographs, such as being a baby and now.
Expressive Arts and Design 	• Explore paint, dough, crayons and collage materials using the senses. • Make large marks using hands, brushes and tools. • Join in with familiar songs and action rhymes. • Move freely to music. • Imitate everyday actions in the home corner.	• Explore light, colour, shiny materials and printing. • Choose between a small range of colours or materials. • Shake, tap and bang instruments safely. • Join in with festive songs and movement. • Use dolls and familiar objects in simple pretend play.	• Use props, puppets and small world to recreate familiar actions. • Build enclosures, towers and pathways. • Explore sound contrasts such as loud/quiet and fast/slow. • Create freely without an expected product.	• Explore green, natural and recycled materials. • Print with vegetables, leaves and found objects. • Use dough and clay-like materials to roll, squash and press. • Join in with spring songs. • Pretend to cook, shop, dig and care for plants.	• Represent animal sounds and movements through music, dance and marks. • Use collage and paint to explore texture and pattern. • Play simple instruments alongside an adult. • Create animal homes with blocks and loose parts.	• Explore blue tones, water marks, sand patterns and seaside textures. • Move to music with increasing control and choice. • Make sounds to represent vehicles, waves and animals. • Combine materials by placing, sticking and joining with help.

			Develop pretend play such as feeding a bear or putting a doll to bed.		Extend pretend play through familiar sequences.	Use open-ended props to develop simple storylines.
Roleplay Areas	Home Corner	Christmas home corner and parcels	Story den and puppet area	Garden and planting area	Familiar shop or café	Familiar shop or café
Home/School links	Stay and play	Advent Stay and play	Stay and play	Easter Stay and Play	Stay and Play	Stay and play Sports Day