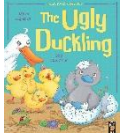
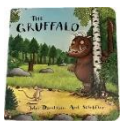
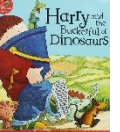
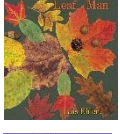
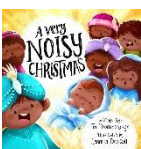
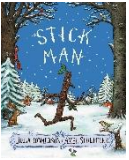
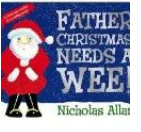
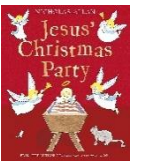
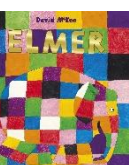
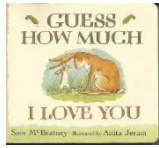
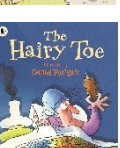
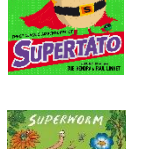
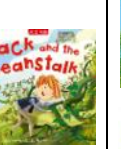
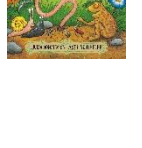
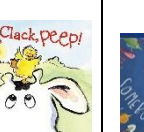
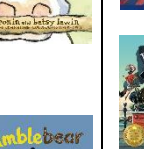
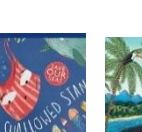
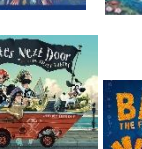


Medium Term Plan Nursery  3-4 year olds	Autumn 1 All About Me My family My body Feelings and emotions Making friends School routines	Autumn 2 Celebrations and Light Bonfire Night Diwali Birthdays Christmas	Spring 1 Once Upon a Time Traditional tales Fairy tales Castles Characters and settings	Spring 2 Grow and Change Plants Seeds Life cycles Healthy eating	Summer 1 Amazing Animals Pets Farm animals Wild animals Lifecycles	Summer 2 Under the Sea and Holidays Seaside Sea creatures Holidays 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	       	      	     	       	     	  

RE 	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
RSHE 	Home Made with Love Role Model Who's Who	You've Got a Friend in Me Forever Friends Self-Image and Identity	Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us	Online Reputation Courtesy and Manners Healthy Eating	God is Love Loving God, Loving Others Me, You, Us	Online Bullying Online Relationships THINK- Tales of the Road Being Safe in the Sun

Personal, Social and emotional development 	- Express when they feel happy, sad, tired or upset, explore emotions through stories and discussions. - Separate from a parent/carer with adult support. Begin to follow nursery rules and routines with adult support. - Begins to take turns with support from an adult. - Begin to make friends.	- Is willing to have a go at new things. - Washes hands after toileting with reminders to do so. - Play with one child extending and contributing during play.	- Shows more independence when exploring areas in the setting. - Uses the visual timetable to know what is happening during the day. - Be able to sit during circle time. - Develop ways of being assertive. - Able to take turns in roleplay.	- Uses the toilet independently. Focuses on a task for longer periods of time. Shows they are able to follow rules. - Play with one and more children, extending and contributing during play. Begins to talk about healthy food choices.	- Can manage when there are changes in routines. Share how they are feeling with a member of staff. - Start to understand feelings. (happy, sad, tired, worried, angry and scared) and begin to control their emotions. Begin to understand how someone else might feel.	- Becoming more independent. Shows more control over their feelings and behaviours. To sit during circle time and join in a class session. - Able to choose resources to help them achieve. - Show confidence with others during a social situation.
--	---	--	--	--	---	--

Communication and Language 	• Begin to listen to stories and nursery rhymes. • Begins to listen to instructions given. Understands 1 key word instruction. • Listens during adult guided activities. Focuses on an activity of own choice for a short period of time. • Links words together when speaking. • Use words to communicate their needs. • Retell familiar nursery rhymes.	• Listens to simple stories. Listens to others when they to them. • Shows an understanding of what has been read to them using the pictures. • Understands simple concepts Big/small etc • Use words to communicate their needs and make themselves understood. • Asks What questions.	• Listens to what others are saying and respond. • Begin to pay attention to more than one thing at a time. • Recall some key events from a story. • Answers a simple question. Recite nursery rhymes from memory. • Begin to link sentences using conjunctions.	• Sits and listens during longer stories. • Focuses more attention on a chosen activity. • Retells a past event in their life. • Take turns speaking and listening during a conversation.	• Listens more carefully. Beginning to know they have to wait their turn when speaking. • Understand prepositional language on & under Asks why questions during a conversation. • Begins to use a wider range of vocabulary during play. • Be able to speak using 4 – 6-word sentences.	• Maintains attention in whole class and small groups for a short period of time. • Begins to understand why questions. • Understand 2 step simple instructions or question. • Respond appropriately during a conversation. • Use talk to organise their play.
	Children will be explicitly taught new vocabulary through stories, nursery rhymes, conversations, continuous provision and adult-led activities					

Physical Development 	• Explores moving their body in different ways. • Climbs using two feet at a time. Scoops and pours sand. • Claps and stamps to music. Shows can use one handed tool. Uses a palm grip while using mark making tools. • Uses spring scissors to make snips in paper.	• Moves body to music showing when they can stop and start. • Develop ball skills (rolling & kicking) • Explores a range of fine motor activities.	• To be able to control a ball in different ways, balance on a variety of equipment and climb. • Begin to hold mark making tools with a four-finger grip. Use construction equipment correctly to build e.g. Duplo • Develop more independence with spring scissors.	• To jump and land safely from a height. • Begin to hold a pencil with a modified tripod grip to show control. Make more controlled marks when mark making. • Manipulate dough through rolling, squeezing, patting and balling.	• To move safely with confidence and imagination in a range of ways. • Child shows a preference for a dominant hand. • Draw and paint using shapes and pictures. Demonstrate a growing independence putting on a coat and shoes, begin to do zips.	• Develop and refine simple ball skills. • Begin to form some letters of their name. • Accurately copy prewriting shapes. • Begin to use a knife and fork.
--	---	--	--	---	--	---

Literacy 	• Joins in with repeated phrases for familiar stories. • Begin to recognise their own name. • Recognise some print familiar out of context. • Begin to show an interest in illustrations and print in books and print in the environment. Discriminates between sounds. Draw basic pictures. • Use lines to look like writing. • Scribble writing left to right direction. • Begin to assign meaning	• Expresses simple likes about a shared story. • Develops book handling skills. Can draw curved lines in both clockwise and anti-clockwise directions. • Knows that print carries meaning. • Write symbols and shapes that looks like writing. • Assign meaning to marks during play.	• Answers who and what questions linked to stories shared. • Ascribes meanings to marks. Write random letters with no connection between letters and sounds. • Begin to practically sequence letters in their name	• Listen to and talk about stories to build familiarity and understanding. • Sequence 3 nursery rhyme pictures in the correct order. • Identify words that rhyme in a word game. • Responds to focus texts through mark making. • Use letter strings which travel from left to right and top to bottom.	• Recognise their own name and some familiar words • e.g. mam, dad etc Shows an awareness of alliteration. • Explain what has been read to them in their own words. • Understand that print is read from left to right and from top to bottom. • Begin to orally blend and segment. • Write letters with spaces. between them to resemble the idea of words. Overwrite name.	• Begin to recognise words that rhyme in stories. • Expresses their ideas and views about the characters and events in the story. • Begin to understand Where Questions. • Retell some of the things that have happened in a story that has been read to them. • Order 3 simple events in a story • Have an awareness of 5 concepts of print. • Develop oral blending and segmenting skills. • Beginning to record some sounds in sequence. • Copies words seen in the environment. Attempts to write name.
--	--	---	--	---	--	--

Phonics 	• Sounds Write	• Sounds Write	• Sounds Write	• Sounds Write	• Sounds Write	• Sounds Write
Handwriting 	• Whole-body responses to the language of movement • Large movements with equipment	• Large movements with malleable materials • Using one-handed tools and equipment	• Hand responses to music • Pattern-making	• Investigating dots • Investigating straight lines and crosses	• Investigating circles • Investigating joined straight lines and angled patterns	• Investigating joined straight lines and angled patterns • Investigating eights and spirals
Mathematics	Matching and sorting • Match objects that are the same	Shapes and spatial awareness • Explore 2D shapes in everyday contexts	Numbers and counting • Reciting numbers in order	Shape and space • Identifying and exploring 2D and 3D shapes	Number • Counting objects accurately	Shape, Space and Measure

	- Sort by colour, size, type or attribute - Talk about similarities and differences Comparing amounts - More, fewer and the same - Compare groups of objects - Begin to use mathematical language accurately Exploring patterns - Spot, copy and continue simple patterns - Patterns in the environment, songs and routines	- Talk about position and movement - Build and create with shapes Measure - Compare size, length, height, mass and capacity - Use language such as big/small, tall/short, full/empty Early number - Count objects and actions - Develop one-to-one correspondence - Recognise small quantities without counting - Begin to understand numbers in meaningful context	- Counting objects accurately - Recognising small quantities - Comparing groups of objects - Using language such as more, fewer and the same Composition of number - Exploring how quantities can be made in different ways - Investigating numbers through practical resources	- Using positional language (on, under, behind, next to) - Building and constructing with shapes and blocks Measure - Comparing length, height, mass and capacity - Ordering objects by size - Exploring time through daily routines Pattern - Spotting, copying and creating repeating patterns - Identifying patterns in the environment and nature	- Recognising and comparing quantities - Developing confidence with numbers in everyday situations - Subitising small amounts (seeing how many without counting) Pattern - Creating and extending repeating patterns - Exploring patterns in movement, music and the environment	- Exploring 2D and 3D shapes in greater depth - Using positional language confidently - Comparing length, height, weight and capacity - Investigating time through routines and events Mathematical Problem Solving - Applying counting skills in play - Sorting, comparing and organising objects - Exploring mathematical concepts independently through provision
--	---	--	--	---	--	--

Understanding of the World  	- Talk about members of their immediate family and community. - Explore changes in Autumn. Talk about their immediate family and their role in the family. - Use all of their senses to explore collections of natural materials, e.g., shells, leaves talking about what they can see.	- Explore collections of different materials with similar and different properties. - Use language to describe common features of materials, e.g. colour, texture, size. - Know about family celebrations.	- Explore what happens on cold winter days. - Talk about the clothes they need for different seasons/weather and why. Know about people who help us. Understand how people help us.	- Explore growing seeds, begin to understand that plants need water and light to survive and grow. - Explore plants using all their senses to learn more about them. - Begin to use basic scientific vocabulary to	- Examine animals to find out more about them using their senses to explore. - Use simple language to describe animals. - Understands the need for care and respect for living things.	- Explore changes over time. - Explore how things work, using push and pull toys. - Understand there is a range of transport available, and these serve a purpose. - Know the difference between old and new. - Begin to notice similarities and differences between
---	---	--	--	--	--	--

				describe parts of plants. • Explain a simple lifecycle, E.g., sunflower • Know why we celebrate Easter.		life now and in the past.
--	--	--	--	--	--	---------------------------

Expressive Arts and Design 	• Shows an interest in artists encouraged in adult directed activities • Begin to represent their ideas through art. • Discuss likes and dislikes about artwork • Use large muscle movement to paint and make marks Use a brush or other tool to make marks with paint. • Choose from a range of pre-mixed colours to create painted artworks. • Begin to use mixed media to create simple 3-d sculptures.					
	• Join different materials together. • Use pre-made stamps & found objects to explore printmaking. • Join in with simple repetitive rhymes and songs.	• Make choices about which materials to use when creating. • Perform songs and dances in a Christmas performance.	• Create closed shapes with continuous lines. • Explore sounds that can be made from percussion.	• Begin to include details on drawings. • Follows teacher's signals/instructions when playing instruments (play and stop)	• Represent feelings, noises and movements through drawing. • Create own songs using musical accompaniments.	• Explore colouring mixing. Join different materials together. • Begin to cut and tear materials. • Share likes and dislikes about a piece of music.
Roleplay Areas	Home Corner	Santa's Workshop/ Post Office	Storytelling Theatre Castle Role Play	Garden Centre	Pizza Shop/ Farm shop	Travel Agents/Airport
Possible Visits Events	Library Visit	Pantomime	Woodlands walk Castle visit	Observe life cycle of butterflies/ chicks	Farm Visit	Travel Agency Visit Seaside visit
Home/School links	Stay and play	Advent Stay and play Nativity Performance	Stay and play	Easter Stay and Play	Stay and Play	Stay and play Sports Day Nursery Graduation