

# Nursery Medium Term Plan

Personal, Social & Emotional Development	Communication and Language	Physical Development
<ul style="list-style-type: none"> <li>• Plays cooperatively with an adult</li> <li>• Engages in pretend play with toys</li> <li>• Begins to learn that some things are theirs, some things are shared and some things belong to other people.</li> <li>• Interested in others play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Expresses own preferences and interests.</li> <li>• Can express own feelings.</li> <li>• Shows understanding and cooperates with some boundaries and routines.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Can select and use activities and resources with help.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</li> <li>• Beginning to put two words together e.g. "want ball," "more juice")</li> <li>• Uses different types of everyday words -nouns, verbs and adjectives.</li> <li>• Beginning to talk about people and things that are not present.</li> <li>• Beginning to ask simple questions.</li> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Single channelled attention. Can shift to a different task if attention fully obtained -using child's name helps focus</li> <li>• Uses gestures, sometimes with limited talk e.g. reaches towards a toy "I have it"</li> <li>• Uses simple sentences.</li> <li>• Listens to stories with increasing attention and recall</li> <li>• Uses talk to explain what is happening</li> </ul>	<ul style="list-style-type: none"> <li>• Walks upstairs using the hand of an adult.</li> <li>• Come downstairs backwards on knees (crawling)</li> <li>• Beginning to balance blocks to build a small tower.</li> <li>• Develops own likes and dislikes in food and drink.</li> <li>• Shows a desire to help with dressing/undressing and hygiene routines.</li> <li>• Makes connections between their movement and the marks they make.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Can kick a large ball.</li> <li>• Clearly communicates their need for the potty or toilet.</li> <li>• Beginning to be independent in self-care but still often needs adult support.</li> <li>• Helps with clothing e.g. puts on hat, unzips zipper on jacket.</li> <li>• May be beginning to show preference for dominant hand.</li> <li>• Moves freely and with pleasure and confidence in a range of different ways.</li> <li>• Can catch a ball.</li> <li>• Draws lines and circles using gross motor movements</li> <li>• Can usually manage washing and drying hands</li> </ul>

Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements
<ul style="list-style-type: none"> <li>• Talking about cars in our homes</li> <li>• Talking about own families and who lives in your house.</li> <li>• Talking about what rooms they have in their houses.</li> <li>• Talking about their house.</li> <li>• Talk about feelings-how was Mr Bear feeling in the car?</li> <li>• Paired work</li> <li>• Good sitting, good looking, good listening - tidy up time routine</li> <li>• Share toys</li> <li>• Take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about what cars/transport we like/don't like</li> <li>• Singing rhymes - wheels on the bus, twinkle twinkle...my dad drives..., hickory dickory dock, teddy bear teddy bear,</li> <li>• Modelling speech and talk - commentary on what children are doing</li> <li>• Repeating phrases/sounds from story - oh no I can't stand this, tick tock, cuckoo, drip drip, hmmmmmm, nee-ooowww</li> <li>• Modelling home language into English</li> <li>• Key vocabulary for the areas/routines</li> </ul>	<ul style="list-style-type: none"> <li>• Gross motor movements-penpals</li> <li>• Expresses likes and dislikes for particular food at the snack table</li> <li>• Putting coat on independently and fastening it</li> <li>• Ball games - kicking a ball, rolling a ball</li> <li>• Stacking towers/building</li> <li>• Making Constructions - Mr Bear can't find his car, what can we do? building a car, transport/house using large construction</li> <li>• Making tyre prints/marks-gross motor movements</li> <li>• Trying different food for snack</li> <li>• Move like different transport</li> <li>• Draw pictures of their model, draw a plan of their models, write a label for your model</li> </ul>
<p><b>Stimulus</b> (Theme/Core Stories/Event/Experience)</p> <p><b><u>Peace at Last</u></b> Non-fiction car books Goldilocks and the 3 Bears Bear stories Trip - Oasis Car Hire</p>		

Literacy	Mathematics	Understanding the World	Expressive Arts & Design
<ul style="list-style-type: none"> <li>Interested in books and rhymes and may have favourites.</li> <li>Repeats words or phrases from familiar stories.</li> <li>Distinguishes between the different marks that they make.</li> <li>Listens and joins in with stories and poems, one - one and in small groups</li> <li>Joins in with repeated refrains</li> </ul>	<ul style="list-style-type: none"> <li>Begin to organise and categorise objects e.g. putting all the teddy bears together or teddies and cars in separate piles.</li> <li>Uses blocks to create their own simple structures.</li> <li>Says some counting words randomly.</li> <li>Enjoys filling and emptying containers.</li> <li>Selects a small group of objects from a group when asked e.g "please give me one"</li> <li>Recites some number names in sequence.</li> <li>Begins to make comparisons between quantities.</li> <li>Uses some language of quantities such as 'more' or 'less'</li> <li>Beginning to categorise objects according to properties such as shape and size.</li> <li>Selects a number of objects from a group when asked.</li> <li>Knows that numbers identify how many objects are in a set</li> <li>Shows an interest in</li> </ul>	<ul style="list-style-type: none"> <li>Explores objects by linking together different approaches shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning or poking.</li> <li>Enjoys pictures and stories about themselves, their families and other people.</li> <li>Anticipates repeated sounds, sights or actions e.g when an adult demonstrates an action, toy several times.</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background e.g making and drinking tea.</li> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>Beginning to have their own friends.</li> <li>Seeks to acquire basic skills in turning on and operating some ICT equipment</li> </ul>	<ul style="list-style-type: none"> <li>Move their bodies to sounds they enjoy, such as music or regular beat.</li> <li>Explores and experiments with a range of media through sensory exploration and using the whole body.</li> <li>Pretends that one object represents another, especially when objects have characteristics in common.</li> <li>Joins in singing favourite songs.</li> <li>Experiments with blocks, colours and marks.</li> <li>Beginning to make- believe by pretending.</li> <li>Creates sounds by banging, shaking, tapping or blowing</li> <li>Beginning to make believe by pretending</li> <li>Singing a few favourite songs</li> <li>Explores and learns how sounds can be changed</li> <li>Uses various construction materials</li> <li>Realises tools can be used for a purpose.</li> <li>Uses available resources to support role-play.</li> </ul>

	<b>numerals in the environment.</b>		
Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements
<ul style="list-style-type: none"> <li>• Book about transport (fiction/non-fiction)</li> <li>• Drawing/different transport /bears painting</li> <li>• Look at a range of books about bears</li> <li>• Explore making different sounds - - oh no I can't stand this, tick tock, cuckoo, drip drip, hmmm, nee-ooowww</li> <li>• Masks for children to act out the story</li> <li>• Book corner to be turned into the bears bedroom</li> <li>• Transport books to engage boys</li> <li>• Writing instructions on how to make playdough</li> <li>• Drawing pictures of your house</li> </ul>	<ul style="list-style-type: none"> <li>• Compare Transport</li> <li>• Tally Cars at Honda Car Garage</li> <li>• Sort cars/transport by colour/size/type</li> <li>• Weighing ingredients for cooking</li> <li>• Talking about the different shapes used to make their car</li> <li>• Talking about the size of the different bears</li> <li>• How many people are in your family?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the best material to use for car doors/windows?</li> <li>• Talking about the types of cars our family / neighbours have.</li> <li>• Talk about journeys we have been on</li> <li>• Small world- car garage</li> <li>• Use ICT -simple city-build a car</li> <li>• Remote control cars</li> </ul>	<ul style="list-style-type: none"> <li>• Role play McDonalds (outdoors)- INTEREST</li> <li>• Role-play car garage</li> <li>• Junk modelling-rocket, car, musical instruments</li> <li>• Home corner sound effects using pots and pans for drip drip, snore, snore, brrr-record children</li> <li>• Listening to different sounds-instruments</li> <li>• Listening walk and identifying environmental sounds.</li> <li>• Singing transport related rhymes.</li> </ul>
<b>Songs and rhymes</b>	<b>Children's interests</b>	<b>Fine motor</b>	<b>Sophisticated language</b>
<p>Twinkle twinkle little star my dad drives a rusty car The wheels on the car go round and round 5 little men in a flying saucer Teddy bear, teddy bear 2 little dicky birds Heads, shoulders, knees and toes Everybody do this</p>	<p>Role playing-shop Dinosaurs Babies Making playdough</p>	<p>Finger gym activities- tweezer activities, sorting objects, elastic bands, threading objects, pegs boards, hole punching, Play dough disco - once a week</p>	<p>Names of transport types Garage Mechanic Engine Sailor Tyre</p>