



Nursery Medium Term Plan – Term 2

In the EYFS we learn through play based upon the children's interests. All the children have different starting points, so we cover a range of objectives from the document 'Development Matters' across the 22-36, 30-50 and 40-60 month age bands. Here is an overview of how we may cover the objectives.

<u>Area of learning</u>	<u>What are we learning?</u>
PSED	<ul style="list-style-type: none"> • Seeking out others to share experiences. • Initiating conversations with their peers and adults. Beginning to take greater account of what others say. • Becoming increasingly confident to speak to others about their own wants, needs and interests. • Demonstrating an awareness of the boundaries and behavioural expectations in the classroom.
C&L	<ul style="list-style-type: none"> • Listening to stories with increasing attention and recall. Demonstrating that they can sit and listen attentively during groups times. • Showing understanding of prepositions and responding to 'why' and 'how' questions. • Building up children's vocabulary through a variety of experiences. • Using language to imagine and recreate roles and experiences .
PD	<ul style="list-style-type: none"> • Continuing to develop gross motor skills, for example through mark making in the garden. Using equipment to become increasingly confident to move in a variety of ways. • Continuing to develop fine motor skills using a range of resources and opportunities to practise mark making. • Continuing to cook with the children every week and talk about how to be healthy and eat healthy foods. • Encouraging children to think about using resources safely.
Lit	<ul style="list-style-type: none"> • Phonics – 'Letters and Sounds' Phase 1 – instrumental and vocal sounds, rhyming words. Sharing stories with children at group times that focus on rhythm and rhyme. • Regularly sharing stories with children individually and in small groups, acknowledging children's favourite choices and encouraging them to enjoy an increasing range of books. • Understanding that some books do not tell stories but are for information by creating books about the children's experiences and introducing them to more non-fiction books, both in the classroom and in the school library. • Developing an understanding that marks carry meaning, e.g.recognising familiar words, such as their names and advertising logos. • Giving meaning to their marks and encouraging children to have a go at writing their own names.
Maths	<ul style="list-style-type: none"> • Making comparisons between quantities. Using the vocabulary of 'more' and 'fewer'. • Counting consistently with 1:1 correspondence. • Beginning to recognise some numerals and showing an interest in numerals in the environment. • Showing an interest in number problems. • Beginning to estimate and check quantities. • Using shapes appropriately for tasks. Beginning to use the names of shapes.
UW	<ul style="list-style-type: none"> • Christmas – the Nativity story and Nativity Play. Talking about special times for themselves and their families, sharing experiences with their peers and adults. • Talking about events that have happened or are to happen at home.

	<ul style="list-style-type: none"> • Visiting Wroxton to experience the changes that autumn brings. Talking about the changing seasons and growth, decay and changes over time. Noticing detailed features of natural objects. • Using a remote control to operate a car, developing an understanding of cause and effect.
EAD	<ul style="list-style-type: none"> • Building up a repertoire of songs, including songs for the Nativity Play and action songs. • Exploring how to make changes to sounds using a range of musical instruments. • Experimenting with a range of resources, tools and techniques: dough, clay, construction resources, workshop table, painting. • Exploring and describing the different textures of resources. • Engaging in imaginative role play and small world play: imitating what adults do and using available resources to create props and support play.
Visits/visitors	Wroxton Park - autumn.
What are we reading?	Books focusing on rhythm and rhyme.