



Nursery Medium Term Plan – Term 5

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> |
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| PSED | <ul style="list-style-type: none"> • Playing in a group, extending and elaborating play ideas. • Initiating conversations with their peers and adults. Continuing 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. • Beginning to be able to negotiate and solve problems with others. • Becoming increasingly aware of their own and others' emotions and feelings and able to talk about them, through stories shared in groups etc. |
| C&L | <ul style="list-style-type: none"> • Suggesting what might happen next or how a story might end. • Maintaining their attention for increasing periods of time. • Responding to simple instructions and those involving a two-part sequence. • Using talk to pretend that objects stand for something else in their play. • Using language to imagine and recreate roles and experiences. Increasingly introducing a storyline into their play. • Linking statements and sticking to a main theme or intention. • Focusing attention and developing two-channelled attention. |
| PD | <ul style="list-style-type: none"> • Continuing to develop gross motor skills. Using equipment to become increasingly confident to move in a variety of ways. • Using a tripod grip to make marks, copy some letters and form increasingly recognisable letters. Individual sketch books for the N2 children will support pencil control. • Beginning to use anticlockwise movement and retrace vertical lines to support writing. • Handling tools with increasing control (e.g. woodworking tools in the garden). • Understanding that resources have to be used safely. • Cooking regularly and talking about healthy eating. |
| Lit | <ul style="list-style-type: none"> • Phonics – 'Letters and Sounds' Phase 1 – focusing on rhyming words and oral blending and segmenting, depending on ability, through regular planned group times. • Increasing understanding of rhythm and rhyme through hearing and joining in with rhymes, songs and repeated refrains. • Looking at books increasingly independently, including information books to consolidate. • Extending understanding of story structures through making up our own stories in group times using objects representationally ('Story Strings' group time activity). • Giving meaning to their marks and having a go at writing their own names and other simple words. Children will be encouraged to have a go at segmenting sounds and writing simple words in their sketch books. • Linking sounds to letters within words. • Beginning to break the flow of speech into words - supported by adults scribing children's words in their sketch books. |

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| Maths | <ul style="list-style-type: none"> • Continuing to use Numicon to support curiosity about numbers and make comparisons between numbers. • Counting increasingly larger groups of objects consistently with 1:1 correspondence. • Recognising more numerals and showing an interest in numerals in the environment. • Understanding one more/one less without re-counting numbers within a group. • Hearing and using mathematical names for 2D and 3D shapes. • Ordering items by length or height or weight. • Using shapes and objects to make arrangements and build models |
| UW | <ul style="list-style-type: none"> • Talking about significant events in their own experience and beginning to recognise some of the things that make them unique. Representing these experiences in their sketch books and talking about them. • Weeding and watering the vegetable garden - showing care and concern for living things; talking about some of the things they have observed. • Developing an understanding about growth and change in their environment through observing plants growing and mini beasts in the log pile; and looking closely at similarities and differences. • Developing an understanding about new life and growth through observing and talking about hatching eggs. • Understanding festivals through talking about and celebrating Ramadan. • Interacting with age-appropriate computer software (IPads). |
| EAD | <ul style="list-style-type: none"> • Continuing to build up a greater repertoire of songs and dances, e.g. action songs. • Experimenting with combining resources to create new effects. • Constructing with a purpose in mind, adapting work where necessary. • Using simple tools and techniques competently and appropriately, e.g. when working with woodworking tools. • Engaging in imaginative role play and small world play, using other resources to create props to support their play. • Creating simple representations of events, people and objects, e.g. in their individual sketch books. |
| Visits/visitors | Planting sunflowers - 2 nd May. |
| What are we reading? | Stories that support children to predict what might happen next. Stories to support understanding of rhythm and rhyme. Stories that support consideration of developing relationships/emotional literacy. Information books, especially relating to growth. |