



Nursery Medium Term Plan – Term 3

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"> • 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.
C&L	<ul style="list-style-type: none"> • Anticipating key events and phrases in rhymes and stories. • Maintaining their attention for increasing periods of time. • Able to follow a story told with puppets rather than pictures in a book. • 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. Introducing a storyline into their play.
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. • An increasing interest in mark making by using a variety of resources (e.g. rice, tea). • Copying some letters and beginning to form recognisable letters when mark making. • 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 – alliteration and rhyming words through regular planned group times. Beginning to recognise the different sounds within words by adults modelling blending and segmenting. • Increasing understanding of rhythm and rhyme through hearing and saying nursery rhymes. • Looking at books increasingly independently, especially information books, both in the classroom and in the school library. • Beginning to understand story structures through traditional stories. • Continuing to develop an understanding that marks carry meaning, e.g. recognising familiar words, such as their names and other words that are important to them, and advertising logos. • Making marks with a variety of resources - e.g. rice, gloop, sand, tea. • Giving meaning to their marks and having a go at writing their own names and other simple words ('I Can Draw Myself and Write my Name' activity and key words at the mark making table).
Maths	<ul style="list-style-type: none"> • Using Numicon to support curiosity in numbers and make comparisons between numbers. • Counting consistently with 1:1 correspondence.

	<ul style="list-style-type: none"> • Recognising more numerals and showing an interest in numerals in the environment. • Using positional language. • Using mathematical names for 2D and 3D shapes. • Ordering items by length or height.
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. • Noticing details of their facial features to draw a self-portrait. • Preparing the vegetable garden - showing care and concern for living things; talking about some of the things they have observed. • Understanding and talking about festivals through learning about and celebrating Chinese New Year. • Operating simple equipment (e.g. tablets to take a photograph of themselves).
EAD	<ul style="list-style-type: none"> • Building up a repertoire of songs and dances, e.g. action songs. • Tapping out simple repeated rhythms. • Experimenting with combining resources with dough and clay to create new effects. • Having a go at drawing a self-portrait. • Engaging in imaginative role play and small world play, using other resources to create props to support their play. • Creating movement in response to music. • "Take One Picture".
Visits/visitors	School and town libraries
What are we reading?	Books focusing on rhyme and alliteration. Books that support children to predict what might happen next. Information books.