



Nursery Medium Term Plan – Term 4

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. Increasingly introducing a storyline into their play. • Linking statements and sticking to a main theme or intention.
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 – focusing on rhyming words and re-visiting alliteration 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 joining in with rhymes, songs and repeated refrains. • Looking at books increasingly independently, including information books to consolidate learning (e.g. about animals linked with our visit to the Warriner farm unit). • Extending understanding of story structures through making up our own stories in group times using objects representationally. • 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. • Giving meaning to their marks and having a go at writing their own names and other simple words. • Beginning to link sounds to letters within words.
Maths	<ul style="list-style-type: none"> • Continuing to use Numicon to support curiosity about numbers and make comparisons between numbers.

	<ul style="list-style-type: none"> • Counting increasingly larger groups of objects consistently with 1:1 correspondence. • Recognising more numerals and showing an interest in numerals in the environment. • Using positional language. • Hearing and using mathematical names for 2D and 3D shapes. • Ordering items by length or height or weight. • Using shapes to make arrangements and showing awareness of similarities of shapes in the environment.
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 talking about and celebrating Easter and Holi. • Developing an understanding about change in their environment, especially through observing plants growing and through our visit to the Warriner farm unit, and looking closely at similarities and differences. Science Week theme - Change. • Operating simple equipment (e.g. tablets to take a photograph of themselves).
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. • Having a go at drawing a self-portrait, paying increasing attention to details. • 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.
Visits/visitors	The Warriner School farm unit.
What are we reading?	Books that support children to predict what might happen next. Information books. Books about animals.