



MEDIUM TERM PLAN –NURSERY – People that Help Us, Healthy Eating, All about me, Minibeasts, Mini Olympics, Summer, Beach Party, Celebrations, transition

Purpose	Links to Curriculum Intent	Exciting Event	Assessment
Introduce season of Summer Organise and take part in a school community games event Create their own beach that can be enjoyed by all Promote oral health Take part in key celebrations Learn about healthy eating Awareness of different occupations with the local community Learn about ourselves and explore similarities and differences between ourselves and others. Explore and learn about different Pets Explore and learn about different Minibeasts,	<ul style="list-style-type: none"> • I am an independent and curious learner who will take risks • I am physically active • I can communicate effectively and work collaboratively with confidence and respect • I can use my imagination to broaden my learning experiences • I am part of my community 	Visit by Police / Fire Service / Nursery Children to spend an afternoon at the ‘beach’ Children take part in fun games event Picnic Sports Day Meeting new teachers and new learning area Picnic for Kings Coronation Visit from different Pets Minibeast hunt in Forest school area	Summer Data
Children’s prior knowledge and experiences Prior knowledge of the season of Autumn, Winter and Spring Prior knowledge of festivals (including Christmas, Diwali, Chinese New Year and Easter) Prior knowledge of how stories are structured and joining in repeated refrains	Key Texts People that help us books (Police, Fireman etc) Non-fiction texts (e.g. related to seasons,)	Programmes <i>Read Write Inc</i>	
Key Vocabulary summer, seasons, change, past, present, mathematical language of size and weight, days of the week, people who help us – police, fighters, ambulance service, doctors, nurses, dentist, grow, seed, shoot, flower, under, over, faster, slower, jump, crawl, slither, vocabulary related to summer activities (e.g. sun cream)	Specific changes to learning environment Displays linked to topics Reading Area with Key text Home corner links to People who help us/ festivals / celebrations Outdoor environment and Forest school	Key Resources Natural resources (including from the environment), Phonics resources Maths resources, Story sacks and role play resources	
Personal, Social & Emotional Development	New Starters: Easter intake		
	Enjoys the company of other children and wants to play with them: Begins to accepts others playing nearby. Will interact with others in play.		
	Manages to share or take turns with adult guidance:		
	Settles to some activities for a while: Shows sustained interest for an activity. Doesn’t flit from activity to activity		
	SELF REGULATION - Small Steps focus areas from progression map: Learning Intentions to be covered in this project		
Can follow an instruction independently (Can stop what they are doing and listen. Can follow an instruction when not intently focused on own choice of activity)			
Understand their actions affects the feelings of others (Follows rules and routines. Can share resources. Can take turns. Can wait for their needs to be met)			
Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas)			
Is developing appropriate ways of being assertive. (Will share resources. Will take turns. Will speak up for themselves. Will ask for or accept support.			
Begins to negotiate with others)			
MANAGING SELF - Small Steps focus areas from progression map: Learning Intentions to be covered in this project			
Attempts to meet their own needs (Has a go e.g will try to put on own coat, shoes etc)			

	<p>Does not always need an adult to remind him/her of a rule. Is showing more confidence in new social situations (Confident to engage with new activities and adults. Will take part in a range of activities across the school. Confident in new situations. Can join in with transition activities)</p> <p>BUILDING RELATIONSHIPS - Small Steps focus areas from progression map: Learning Intentions to be covered in this project</p> <p>Plays with one or more other children, extending and elaborating play ideas. (Will play with other children. Will play as part of a group. Takes part in pretend play with others) Can share and take turns independently Begins to show sensitivity towards the needs of others (Share. Help others. Show kindness towards others. Initiate conversations with others)</p> <p>Team Planning Notes: Develop independence, Circle time activities, sharing and turn taking, looking at similarities and difference between self and others, transition between Nursery and Reception</p>
<p>Communication and Language</p>	<p>New Starters: Easter intake: Can they shift from one task to another if you get their attention. Responds to their name. Responds to the tambourine. Can stop play when requested. Use around 300 words including words for time. Linking up to five words together. Use pronouns, prepositions and plurals. Can show they understand action words by pointing to a picture.</p> <p>LISTENING, ATTENTION & UNDERSTANDING - Small Steps focus areas from progression map: Learning Intentions to be covered in this project</p> <p>Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door". Shows understanding of some 'why' questions eg why do you think the caterpillar got so fat? (Can begin to answer questions. Respond appropriately to questions asked. Shows understanding of what they heard. Begins to engage in non-fiction books)</p> <p>SPEAKING - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p> <p>Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions. (Asks questions of others. Pair activities. Share their thoughts. Try to solve disagreements with friends. Discussion about stories they have heard. Sharing their thoughts and opinions on stories) Sings a large repertoire of songs (weekly music session where children learn a wide a variety of songs. Learns songs for different areas of the curriculum. Sing their own favourite song/ rhyme) Begins to use new vocabulary independently Uses social words simple phrases independently Can start a conversation with an adult or a friend and continue it for many turns. (Negotiates and solves problems. Beginning to use a narrative in their play with others. Holds a conversation with others for many turns.)</p> <p>Team Planning Notes: Daily story time, Daily Rhymes, Role Play to encourage talk and retelling of stories, weekly news sharing, Phase 1 games, Introduction of Read, Write Inc. Rhyme and Alliteration, weekly music session</p>
<p>Physical Development</p>	<p>New Starters: Easter intake: Can climb confidently: Uses Nursery play equipment. Can climb steps with alternative feet Can catch and kick a large ball: Can peddle a tricycle: Can sit comfortably on a chair</p> <p>GROSS MOTOR SKILLS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p> <p>Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width. (Investigate ways of traveling across different apparatus. Explore obstacle course. Travel across apparatus without adult assistance)</p>

	<p>Skips, hops, stands on one leg and can hold a pose for a game like musical statues. (Practise skills such as hopping, skipping, running and jumping. Hold a balance on one leg. Bean bag games. Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.)</p> <p>Can talk about different foods and choose some healthy ones (Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly. (Fine Motor Skills)</p>
	<p>FINE MOTOR SKILLS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Uses one-handed tools and equipment, e.g. making snips in paper with scissors. (I can explore how to use scissors safely. I can confidently select a tool to cut, squash, roll different materials. I can track over lines. I can begin to write some letters in my name)</p>
	<p>Team Planning Notes: Weekly music sessions, Daily singing and action rhymes, use Nursery outdoor climbing equipment, Dentist to visit to talk about Oral Health, Bikes and Trikes, Dough Disco, Fine motor activities, healthy eating</p>
Literacy	<p>COMPREHENSION - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Engages in extended conversations about stories Learning new vocabulary Begins to use simple narratives in their role-play .(Use props to retell a story (puppets, masks, story spoons, dressing up and visual aids)</p>
	<p>WORD READING - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes (Recognises alliteration, recognises rhyme. Begins to hear sound talk)</p> <p>Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother. (Can play simple I spy (alliteration) Phase 1 phonics – alliteration games. Introduce Nursery Read write inc.)</p> <p>Understands that we read English text from left to right and from top to bottom front to back</p>
	<p>WRITING - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Writes some or all of his/her name (Daily name writing as part of self registration. Practise name writing at home)</p>
	<p>Team Planning Notes: Daily story time, Summer stories, Rhyming stories, Introduce daily Read, write inc sessions, name writing, non- fiction text linked to people who help us</p>
Mathematics	<p>NUMBER - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Subitise up to 3 objects Can begin to talk about different arrangements of number (Can identify groups with the same number of things)</p>
	<p>NUMERICAL PATTERNS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Notice and correct an error in an ABAB pattern</p>
	<p>Team Planning Note, Daily counting activities, Weekly Maths activity, Maths area reflect maths activity, Number songs and rhymes, creating and correcting pattern</p>
Understanding the World	<p>PEOPLE CULTURES & COMMUNITIES: Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Shows interest in different occupations Is continuing to develop positive attitudes about the differences between people.</p>
	<p>THE NATURAL WORLD - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Talks about the differences between materials and changes he/she notices Explores and talks about different forces he/she can feel. Understands the key features of the life cycle of a plant and an animal.</p>
	<p>PAST & PRESENT - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Is beginning to make sense of his/her own life-story. Talks about what he/she sees, using a wide vocabulary.</p>

	<p>Is beginning to understand the need to respect and care for the natural environment and all living things. I can use a photo to talk about how I have changed since I was a baby</p>
	<p>Team Planning Notes: Talking about family celebrations, Circle time where children share baby photos, talking about change, looking at changes in the seasons from Spring to Summer, Holidays and exploring different countries and comparing environments, People Who Help us – visit from Dentist, police</p>
Expressive Arts & Design	<p>CREATING WITH MATERIALS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Is developing his/her own ideas and is then able to decide which materials to use to express them. (Will add different resources to their creation. Begins to create for a purpose. Begins to choose resources for a purpose. Experiments with colour. Begins to make simple representations in different ways e.g models, pictures, junk models etc .)</p>
	<p>BEING IMAGINATIVE & EXPRESSIVE - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</p>
	<p>Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Can sing a simple song to a tune. Begins to realise emotions can be expressed through music, dance, drawing and painting (Experiment with beginning to express emotion following the adults lead) Is able to remember and sing entire songs.</p>
	<p>Team Planning Notes: Junk Modelling, large construction, looking at baby photos, exploring different families, moving in response to different types of music, weekly music time, daily singing of songs and rhymes, summer songs, colour mixing, self portraits</p>