



# St Mary's Nursery Medium Term Planning

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- Blue:** Values link
- Green:** Eco link
- Orange:** Cross curricular link
- Black:** Literacy link

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Nursery</b></p> <p><b>Authors re visited across the year:</b></p> <p>Trish Cooke x1 Eric Carle X 3 Nick Butterworth x1 Vivian French x2 Eric Carle x 2 Julia Donaldson x1</p> <p><b>Reception</b></p> <p><b>Authors re visited across the year:</b></p> <p>Tom Percival X 3 Martin Waddell X 2 Julia Donaldson X4 Eric Carle X 2 Gaia Cornwall X 2</p> <p><b>Year 3</b></p> <p><b>Authors re visited across the year:</b> Jeannie Baker x1</p>	<p><b>My Brown Skin by Dr Thomishia Booker (Respect, Love)</b></p> <p>Hug Jez Alborough</p> <p><b>The train ride by June Crebbin (Respect, Love)</b></p> <p><b>We're going on a bear hunt by Michael Rosen (Respect, Love)</b></p> <p><b>Come on Daisy by Jane Simmons (Love, Responsibility)</b></p> <p><b>Peace at Last by Jill Murphy (cross curricular link)</b></p>	<p>Brown Bear, Brown Bear by Bill Martin, Jr</p> <p>You Choose Pippa Goodhart and Nick Sharratt</p> <p>Hairy Maclary from Donaldson's Dairy by Lynley Dodd</p> <p>Each Peach Pear Plum by Allan and Janet Albergh</p> <p><b>Dear Zoo by Rod Campbell</b></p> <p><b>The Tiger Who Came to Tea by Judith Kerr</b></p>	<p>What can you see in winter? By Sian Smith (Non-Fiction)</p> <p>I want Snow by Tony Ross</p> <p><b>Pip and Posy the snowy day by Axel Scheffler (Cross curricular links)</b></p> <p><b>Winnie in Winter by Valerie Thomas and Korky Paul (Cross curricular links)</b></p> <p>Maisy's Chinese New Year by Lucy Cousins</p> <p>The Great Race by Dawn Casey</p>	<p><b>The Hungry Caterpillar by Eric Carle (Cross curricular links)</b></p> <p>The Enormous Turnip by Irene Yates</p> <p><b>The Tiny Seed by Eric Carle (Cross curricular links)</b></p> <p>Jasper's Beanstalk by Nick Butterworth</p> <p><b>Oliver's Vegetables by Alison Bartlett and Vivian French (Cross curricular links)</b></p>	<p>What Dinosaur am I? By Peter Curtis (Non-Fiction)</p> <p>Harry and his bucket full of dinosaurs by Ian Whybrow</p> <p><b>Where the forest Meets the sea by Jeannie Baker</b></p> <p><b>Dinosaur and all that rubbish by Michael Foreman</b></p> <p>Dinosaur love underpants by Claire Freedman</p> <p>Dinosaur Roar by Henrietta Stickland</p>	<p>Teddy Bear Picnic by Gill Guile</p> <p>The Picnic by John Burningham</p> <p><b>Barry the Fish with Fingers by Sue Hendra</b></p> <p>Under the Sea by Fiona Patchett</p> <p>Kipper the dog at the seaside by Mick Inkpen</p> <p><b>What the ladybird heard at the seaside by Julia Donaldson (Responsibility)</b></p> <p>Topsy and Tim Start School by Gareth Adamson and Jean Adamson</p>



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Seven key features of effective practice	The best for every child	High-quality care	The curriculum: what we want children to learn.	Pedagogy: helping children to learn	Assessment: checking what children have learnt	Self-regulation and executive function	Partnership with parents
<p><b>Characteristics of Effective Teaching and Learning</b></p> <p>All these objectives are ongoing throughout the year however we have identified when they often need to be explicitly focused on.</p>	<p><b>Playing and Exploring</b></p> <p>Children investigate and experience things, and 'have a go'.            Make choices and explore different resources and materials.            Realise that their actions influence the world, so they want to keep repeating them.            Guide their own thinking and actions by talking to themselves while playing.            Make independent choices.            Do things independently that they have been previously taught.            Bring their own interests and fascinations into early years settings.            Respond to new experiences that you bring to their attention.            Plan and think ahead about how they will explore or play with objects.</p>		<p><b>Active Learning</b></p> <p>Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.            Show goal-directed behaviour.            Use a range of strategies to reach a goal they have set themselves.            Begin to correct their mistakes themselves.            Keep on trying when things are difficult.            Participate in routines.            Begin to predict sequences because they know routines. For example, at tidy-up time</p>		<p><b>Creating and Thinking Critically</b></p> <p>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.            Take part in simple pretend play.            Review their progress as they try to achieve a goal.            Check how well they are doing.            Solve real problems.            Know more, so feel confident about coming up with their own ideas.            Make more links between those ideas.            Use pretend play to think beyond the 'here and now' and to understand another perspective.            Concentrate on achieving something that's important to them.            They are increasingly able to control their attention and ignore distractions.</p>		



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Nursery MTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Themes Lines of enquiry	Amazing me  Colourful World	Nursery Rhymes  Festivals & Christmas	Wonderful Winter  Chinese New Year (16-27 <sup>th</sup> )  My Healthy Body	Sensational Spring  Gardening & Growing  Easter	Dinosaurs  Nature detectives	Superb Summer: Teddy Bears Picnic The seaside  Transition and Graduation
Assessment Opportunities	Baseline RWI assessment	Writing / Mark Making assessment	Writing / Mark Making assessment	Writing / Mark Making assessment	Writing / Mark Making assessment	Writing / Mark Making assessment
	End of term RWI assessment	End of term RWI assessment	End of term RWI assessment	End of term RWI assessment	End of term RWI assessment	End of term RWI assessment
Nursery Rhymes <a href="https://www.thefizzkidclub.co.uk/alphabetical.htm">https://www.thefizzkidclub.co.uk/alphabetical.htm</a>	Humpty Dumpty Incy, Wincy Spider Jack and Jill Twinkle, Twinkle Little Star Hey Diddle Diddle Tommy Thumb If You're Happy and You Know It	Five Little Monkeys Jumping on the Bed Hickory Dickory Dock I'm a Little Teapot Wind the bobbin up Twinkle, Twinkle Little Star Five Little Snowmen Two Little Dickie Birds	12345 Once I caught A fish Alive Head Shoulders Knees and Toes I'm a little penguin Snowflake, snowflakes Doctor Foster Miss Polly Had a Dolly Five Currant Buns	Five Little Ducks Here We Go Round the Mulberry Bush Little Bo Peep Old MacDonald Had a Farm Hot Cross Buns Round, round the garden	Sleeping Bunnies Jelly on a plate London Bridge is Falling Down There's a Worm at the Bottom of my Garden Five Little Speckled Frogs	A Sailor Went To Sea Row, Row, Row Your Boat Ten In a Bed Pat a cake, pat a cake The Wheels on the Bus
Forest School	<p>During the year the children will take part in a variety of shared experiences and develop skills which will include studying wildlife, playing team and group games, communication/friendship activities, sensory activities, phonics activities, physical movement, rope and string work, art and sculpture, developing stories and drama, shelter building, tool use, woodland and traditional craft and cooking.</p> <p><b>Children will have opportunities to:</b></p> <ul style="list-style-type: none"> <li>Discuss mental health and well-being, learn techniques to help them and understand the importance of being outdoors for our mental health.</li> <li>Explore our sensory world and will develop their gross and fine motor skills as well as their strength, co-ordination and positional awareness.</li> </ul>					



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	<ul style="list-style-type: none"> <li>To develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</li> <li>To develop fine motor control and precision whilst developing their hand-eye co-ordination.</li> <li>To practice using small tools which allows children to develop proficiency, control and confidence.</li> </ul>					
<b>Seasonal Change:</b>  <b>Creative Development:</b>	<b>Signs of Autumn</b> I can describe seasonal change. I am beginning to understand seasonal change.	<b>Signs of Autumn</b> I can describe seasonal change. I am beginning to understand seasonal change.	<b>Signs of Winter</b> I can describe seasonal change. I am beginning to understand seasonal change.	<b>Signs of Spring</b> I can describe seasonal change. I am beginning to understand seasonal change.	<b>Signs of Spring/ Summer</b> I can describe seasonal change. I am beginning to understand seasonal change.	<b>Signs of Summer</b> I can describe seasonal change. I am beginning to understand seasonal change.
	<b>Nature's Art</b>	<b>Nature's Art</b>	<b>Nature's Art</b>	<b>Nature's Art</b>	<b>Nature's Art</b>	<b>Nature's Art</b> <b>Pattern Making</b>
<b>Forest School Focus:</b>  <i>I can explore the area safely and respectfully.</i>  <b>Supported by Groundsman - JB</b>	<b>Plant Identification Scavenger Hunt</b> Introduction to Forest School. Forest School Safety  I can co-construct safety rules for Forest School area.  I do not leave Forest School without an adult.  I walk in Forest School.  I can drag sticks to transport them Safely  I can carry a stick safely with a partner.	<b>Using natural materials 2D Sculptures</b> I can drag sticks to transport them safely.  I can carry a stick safely with a partner.  I can leave the Forest as I found it.  I can use my senses to investigate the Forest Schools area.  I can Identify shapes in natural objects.  (Touch: hug a tree; Sight: colour matching; Smell: make woodland perfume, using sticks, water and woodland	<b>Using Tools</b>  I can explore the area safely and respectfully.  I can use tools safely.  I can construct structures of different sizes.	<b>Plants</b> I can identify 3 different trees in Forest School.  I can identify hawthorn, dog rose, bramble and stinging nettles (prickly plants).  I can identify 3 wildflowers (e.g. daisies, buttercups, bluebells and daffodils).  I can identify and explore how plants grow.  I can prepare vegetable beds.	<b>Shelters &amp; Minibeasts</b> I can study living things without causing harm.  I can identify 3 common invertebrates (eg ladybirds, earthworms, caterpillars, earwigs, snails and slugs) found in our grounds.  I can identify 3 common birds (eg pigeon, robin, seagull, blackbird) found in our grounds  I can Identify different animals and insects that live in forest school.	<b>Food Harvesting and cooking</b> <b>Den Building</b>  I can study living things without causing harm.  I can harvest and identify foods from veg beds.  I can cook and eat foods harvested.



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	I can leave the Forest as I found it.	materials etc.).		I can sow seeds.  I can maintain veg. beds.	I can identify how they shelter from dangers.  I can construct a mini beast shelter.  I can construct a shelter.	
Topic Themes Lines of enquiry	Amazing me  Colourful World	Traditional Nursery Rhymes  Festivals & Christmas	Wonderful Winter  Chinese New Year (16-27 <sup>th</sup> )  My Healthy Body	Sensational Spring  Gardening & Growing  Easter	Dinosaurs  Nature detectives	Superb Summer: Teddy Bears Picnic The seaside  Transition and Graduation

### PRIME AREAS

#### Communication and Language, Physical Development, Personal, Social and Emotional Development.

<b>Communication &amp; Language CL</b>  <ul style="list-style-type: none"> <li>● listening</li> <li>● talking</li> <li>● joining in</li> </ul>	I know how to listen to stories, and I can remember much of what happens.	I can sing a large repertoire of songs with interest and engagement.	I can sing a large repertoire of songs with interest and engagement.	I know how to use different vocabulary to develop my communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	I can continue a conversation for many turns.	I can answer questions and share opinions using the relevant vocabulary
	I can respond to stories, songs and rhymes by joining in.	I can use longer sentences of four to six words.	I can talk about familiar books, and tell a long story.		I can use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver."	I know how to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.
	I can sing rhymes and look at picture books.	I know how to use a wide range of vocabulary.	I know many rhymes.		I know how to start a conversation with an adult or a friend.	
	I know how to follow instructions.	I know how to answer	I know stories have a beginning, middle and an end.			



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	I know how to listen attentively to stories, songs and rhymes.	questions or respond to instructions that have two parts, such as: "Get your coat and wait at the door."	I know how to answer why questions, like: "why do you think the caterpillar got so fat?"			
<b>School Readiness End of Year Goals</b>	<p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress.</p> <p><b>Communication and Language</b></p> <ol style="list-style-type: none"> <li>1. I understand questions or instructions that have two parts, such as "Get your coat and wait at the door."</li> <li>2. I can talk about rhymes and books and tell a story.</li> <li>3. I use longer sentences of 4 -6 words.</li> <li>4. I use talk to organise my play and myself: "Let's go on a bus, you sit there, I will be the driver."</li> <li>5. I can listen attentively and respond to what I hear.</li> <li>6. I can express their needs, wants and opinions clearly using the correct tenses and plurals as much as possible modelled by adults.</li> </ol>					
<b>Personal, Social and Emotional Development PSED</b>	I can select and use activities and resources, with help when needed.	I can follow the routines and rules without an adult needing to remind me.	I can extend and elaborate my play ideas.	I can talk with others to solve conflicts.	I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.	I can independently brush my teeth, use the toilet and wash and dry my hands thoroughly.
<b>Becoming me</b>	I can wash my hands independently.	I am becoming more outgoing with unfamiliar people, in the safe context of my setting.	I can ask for help when needed.	I can put on my own coat, wellies and shoes.	I can put on my own coat, wellies and shoes.	I can independently get dressed and undressed, for example, putting on coats and doing up zips.
<b>Becoming a friend</b>	I know how to follow routines and rules in nursery.	I know how to play with one or more children.	I know how to find solutions to conflicts and rivalries.	I know how to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	I know how to express how I am feeling and consider the feelings of others.	
<b>Becoming a citizen</b>	I am developing my sense of responsibility and membership of a community.	I can show confidence in new social situations such as group time and circle time.		I know different techniques for building	I know how to be independent with self-care skills such	I know how to independently meet my own personal hygiene care needs.
		I know why rules in	I know the			



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	I can explain the reasons for rules, know right from wrong and try to behave accordingly.	nursery are important.  I know how to be a good friend.	importance of oral health.  I can try new activities and show independence, resilience, and perseverance in the face of challenge.	resilience.  I can play with one or more other children, extending and elaborating play ideas.	as feeding myself, dressing and undressing.	I know how to make healthy choices about food, drink, activity and toothbrushing.
<b>School Readiness End of Year Goals</b>	<b>Personal, Social and Emotional Development - PSED</b> 1. I can share and take turns in a group. 2. I am independent when meeting my own care needs such as: brushing teeth, going to the toilet, feeding myself and washing my hands. 3. I know and understand the importance of healthy life choices such as exercise, eating healthy foods, personal hygiene, teeth brushing etc.					
<b>Physical Development PD</b>  <b>Strength is fundamental for movement.</b>  <b>Gross motor skills are fundamental for movement.</b>  <b>Fine motor skills refine movement</b>	I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.  I know how to go up steps and stairs, or climb up apparatus, using alternate feet.  I know how to skip, hop, stand on one leg and hold a pose for a game like musical statues.  I know how to use gross motor	I can take part in some group activities.  I know how to move to music and rhythm and can increasingly use and remember sequences and patterns.  I can play games with peers that I have learnt and which we have made up.	I can use different movement styles to match situations, for example deciding whether to crawl, walk or run.  I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  I know how to choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a	I can hold a pen comfortably and use it with good control.  I can use one handed tools safely and with good control.  I know my dominant hand and can use it with good control.  I know how to use one handed tools and equipment safely, for example, making snips in paper with scissors  I can make healthy choices about food,	I can independently carry out self-care routines such as getting dressed and undressed, putting on my own coat and doing up zips.  I can hold a pen and pencil with a comfortable grip and use it with good control.  I can explain the reasons for rules, know right from wrong and try to behave accordingly.	I can use one handed tools and equipment safely and effectively to complete a task.  I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  I can independently carry out self-care routines such as getting dressed and undressed, putting on my own coat and doing up zips.



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	movements to wave flags and streamers, paint and make marks.		small hole I dug with a trowel	drink, activity and tooth brushing.		I know why it is important to use tools and equipment safely.
<b>School Readiness End of Year Goals</b>	<p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursery to continue to develop their movement, co-ordination balancing, riding and ball skills.</p> <p><b>Physical Development: Gross Motor &amp; Fine Motor School</b></p> <ol style="list-style-type: none"> <li>1. I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>2. I can use a comfortable grip with good control when using pens and pencils.</li> <li>3. I can match my developing physical skills to tasks and activities in the setting e.g. decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>4. I can get dressed and undressed independently, for example putting my own coat and shoes on and doing up zips.</li> </ol>					
	<p><b>SPECIFIC AREAS:</b></p> <p><b>Literacy, Mathematics, Understanding the World, Expressive Arts and Design</b></p>					
<p><b>Literacy Reading is a gateway to learning.</b></p> <p><b>Writing is fundamental for learning and communication.</b></p>	<p>I can mark make through gross motor movements</p> <p>I can sit and listen to a short story.</p> <p>I can recognise familiar logos and labels within the environment.</p> <p>I know print has a purpose.</p> <p>I know that books are read from left to right</p>	<p>I can mark make and identify my marks</p> <p>I am beginning to explore initial sounds in familiar words.</p> <p>I can use some of my print and letter knowledge in my early writing. E.g.: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>I can talk about and</p>	<p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I can talk about and retell a range of familiar stories.</p> <p>I can attempt to write familiar letters, e.g. letters in my name by using my name card to help me.</p> <p>I know a variety of</p>	<p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I can write some or all of my name.</p> <p>I can use some of my print and letter knowledge in my early writing. E.g: writing a pretend shopping list that starts at the top of the page; writing 'm' for</p>	<p>I can use emergent writing in my play.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I know how to write some letters accurately.</p> <p>I know how to talk about different parts of a story.</p>	<p>I can write some letters accurately.</p> <p>I can make predictions about a story using the relevant vocabulary.</p> <p>I can mark make for a purpose and can talk about the marks.</p> <p>I know how to write some or all of my name.</p>



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	<p>and top to bottom in English.</p> <p>I know how to turn the pages of a book, one by one.</p>	<p>retell a range of familiar stories.</p> <p>I know that stories have a sequence; beginning, middle and end.</p> <p>I can identify familiar letters, e.g. letters in my name.</p> <p>I know that letters are used to make up words.</p> <p>I know and can talk about different parts of a book, e.g. front cover/ back cover/ spine/ pages</p>	<p>stories, rhymes, poems and fiction text.</p> <p>I know how to look after books by handling them carefully.</p> <p>I know how to use fine motor skills and I am developing my control when using tools to mark make</p>	<p>mummy</p> <p>I know how to sequence and retell stories in a variety of different ways.</p> <p>I know how to use fine motor skills and I am developing my control when using tools to mark make.</p>		
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<p><b>School Readiness End of Year Goals</b></p>	<p><b>End Goal for End of Nursery:</b></p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursery to have a love of stories, rhymes, poems and songs.</p> <p>We aim for them to understand the five key concepts about print:</p> <ul style="list-style-type: none"><li>• Print has meaning,</li><li>• Print can have different purposes,</li><li>• We read english text from left to right and from top to bottom,</li><li>• The names of the different parts of a book page sequencing.</li></ul> <p><b>Literacy</b></p> <ol style="list-style-type: none"><li>1. I can spot and suggest rhymes.</li><li>2. I can count or clap syllables in a word.</li><li>3. I can recognise words with the same initial sound, such as money and mother.</li><li>4. I can engage in extended conversations about stories, learning new vocabulary.</li><li>5. I can use print and letter knowledge in my early writing and to write some letters accurately. e. g. writing a pretend shopping list that starts at the top of the page.</li></ol>
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<p><b>Mathematics</b></p> <p>Counting, number sense, patterns, number operations, Fingergnosis, sets, measurement, shapes, spatial relationships, data</p>	<p>I can subitise up to 3</p> <p>I can recite numbers past 5</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p> <p>I can explore 2D and 3D shapes in my play and I am beginning to use informal language to describe them such as 'straight', 'flat' and 'round'.</p> <p>I know how to sing a range of number songs.</p> <p>I can say number names to 5 in order.</p> <p>I have an awareness of some 2D shapes and their names.</p>	<p>I can show 'finger numbers' up to 5.</p> <p>I can match numerals and amounts up to 5</p> <p>I can count out a group of up to 5 objects.</p> <p>I can count using one to one correspondence.</p> <p>I can use informal language to describe sizes and lengths such as, 'bigger, smaller, taller, shorter.'</p> <p>I know how to compare objects relating to size and length.</p> <p>I know that the last number reached when counting a small set of objects tells me how many there are in total.</p>	<p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p> <p>I can talk about 2D and 3D shapes during my play and can use informal and mathematical language such as : 'sides', 'corners'; 'straight', 'flat', 'round'</p> <p>I know how to experiment with my own symbols and marks.</p> <p>I know the names of 2D and 3D shapes (circle, triangle, square, rectangle, sphere, cube, cuboid, pyramid)</p>	<p>I can understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>I can describe a familiar route.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>I can combine shapes to make new ones - an arch, a bigger triangle etc</p> <p>I know and understand words such as 'under, in, on, in between, behind and in front'.</p> <p>I know how to select shapes appropriately for building: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>I can make comparisons between objects relating to weight and capacity.</p> <p>I can describe a sequence of events, using words such as 'first', 'then...'</p> <p>I know and understand words such as 'heavy, light, full, empty, half full, half empty, nearly' to describe weight and capacity.</p> <p>I know how to link numerals to amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>I can talk about and identify patterns around me. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>I can use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>I can subitise up to 3</p> <p>I can to recite numbers past 5</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p> <p>I know how to create ABAB patterns stick, leaf, stick, leaf.</p> <p>I know how to notice and correct an error in a repeating pattern.</p>
<p><b>Maths Areas covered</b></p>	<p>Counting groups, Subitising Counting in sequence (forwards, backwards, using actions / songs</p>	<p>Size Length Counting Subitising Sequencing</p>	<p>2D shapes 3D shapes Sharing quantities Subitising Counting</p>	<p>Routes Position 2D Shapes 3D Shapes Patterns</p>	<p>Sequencing Counting Numerals Subitising Weight Capacity</p>	<p>Subitising Counting Patterns Colours Shapes</p>



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	and games). Introduce 2D shapes. Colours/matching					
<b>School Readiness End of Year Goals</b>	<p><b>Mathematics</b></p> <p>We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress.</p> <ol style="list-style-type: none"> <li>1. I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</li> <li>2. I can solve real world mathematical problems with numbers up to 5.</li> <li>3. I can make comparisons to objects relating to size, length, weight and capacity.</li> </ol>					
<p><b>Understanding the World (UOW)</b></p> <p><b>Past and Present</b></p> <p><b>People, Culture and Communities</b></p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>● History,</li> <li>● Geography,</li> <li>● Ecology,</li> <li>● Design technology,</li> </ul>	<p>I can talk about who is in my family and who I live with.</p> <p>I can identify similarities and differences between myself and my peers.</p> <p>I can create a self portrait.</p> <p>I know how to talk about what I see, using a wide vocabulary.</p> <p>I know my own life story and family history.</p> <p>I can talk about who is in my family.</p>	<p>I can operate simple equipment such as technological toys, remote controls.</p> <p>I can talk about significant events in my life.</p> <p>I know how to explore how things work.</p> <p>I know how to use all my senses in hands-on exploration of natural materials.</p>	<p>I can talk about different occupations such as what a police officer, doctor, nurse, teacher, dentist or a firefighter does.</p> <p>I can talk about occupations within my family.</p> <p>I am interested in different occupations.</p> <p>I know my own life story and family history.</p> <p>I know that there are different countries and to talk about the similarities and</p>	<p>I can explore collections of materials with similar and/or different properties.</p> <p>I can use my senses talk about the differences between materials and changes I notice.</p> <p>I know how to plant seeds and care for growing plants.</p> <p>I know and understand the key features of the life cycle of a plant.</p>	<p>I know how to plant seeds and care for growing plants.</p> <p>I can talk about how to care for a plant e.g (a plant needs water, sunlight)</p> <p>I know and understand the need to respect and care for the natural environment and all living things.</p> <p>I know and understand the key features of the life cycle of an animal.</p>	<p>I can explore and talk about different forces I can feel, such as pushing different objects down in water.</p> <p>I can talk about different countries in the world and the differences I have experienced or seen in photos.</p> <p>I am developing positive attitudes about the differences between people.</p> <p>I know that there are different countries in the world.</p>



## St Mary's Nursery Medium Term Planning

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• Science			differences they have experienced of can see.			
Science Scientific Investigation	Seasons Exploring Autumnal materials Exploring colour	Potion making – Forest School combining colours and materials Baking – combining materials/ingredients	Ice and melting	Baking Materials Planting/life cycles	Planting/life cycles Caterpillar/butterflies	Magnets and forces Sinking and floating
School Readiness: End of Year Goals	<p><b>Understanding the World</b> We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress.</p> <ol style="list-style-type: none"> <li>1. I understand the need to respect and care for the natural environment and all living things.</li> <li>2. I know that there are different countries in the world.</li> <li>3. I can talk about the differences that I have either experienced, read about or seen in photos or media.</li> </ol>					
Expressive Arts and Design  Playing and pretending  Visual Arts  Music  Dancing	<p style="color: red;">I can use an object to represent something else in my play, even though they are not similar.</p> <p>I know how to explore different materials freely. I can develop my ideas about how to use them and what to make.</p> <p style="color: red;">I know how to take part in simple pretend play.</p> <p style="color: red;">I know how to make</p>	<p>I know how to explore Colour and colour mixing. I can talk about the changes.</p> <p>I know how to play instruments. I can play instruments to express my feelings and ideas.</p> <p>I know how to develop stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>I can remember and sing entire songs.</p>	<p>I know how to join different materials and I can explore different textures.</p> <p>I know how to develop my own ideas. I can decide which materials to use to express them.</p> <p>I know how to show good listening. I can listen with increased attention to sounds.</p>	<p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I know how to explore Colour and colour mixing.</p> <p>I can talk about the colours that have changed to make new ones.</p> <p>I can sing the melodic shape (moving</p>	<p>I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I know how to create my own songs.</p> <p>I can improvise a song around one I already</p>	<p>I can show different emotions in my drawings and paintings, like happiness and sadness</p> <p>I can play instruments with increasing control.</p> <p>I can play instruments to express my feelings and ideas.</p> <p>I know how to show good listening.</p>

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	imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.			melody, such as up and down, down and up) of familiar songs.  I can remember and sing entire songs. I can join in with actions to songs.	know.	I can listen with increased attention to sounds.  I know how to express my thoughts and feelings when responding to sounds I have heard.
<b>Access Art</b> <a href="https://www.accessart.org.uk/accessart-eyfs-exploring-art-in-early-years-settings/">https://www.accessart.org.uk/accessart-eyfs-exploring-art-in-early-years-settings/</a>	<b>What Can We See? How Can We Explore Colour?</b>	<b>How Can We Build Worlds?</b>	<b>How Can We Explore Materials &amp; Marks?</b>	<b>How Can We Explore 3d Materials?</b>	<b>How Can We Use Our Bodies To Make Art?</b>	<b>How Can We Use Our Imaginations?</b>
<p><b>Access Art</b> - Within each area we have provided activities which enable an open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begin to build the child's confidence in their ability to make a personal, creative response to a stimuli.</p> <p>Together these opportunities provide a foundation for pupils to develop skills further through the Access Art Primary Art Curriculum.</p> <p><i>See RS regarding log in details for Access Art – link to topics and enhancements for continuous provision</i></p>						
<b>School Readiness End of Year Goals</b>	<b>Expressive Arts and Design</b> <ol style="list-style-type: none"> <li>1. I can explore different materials freely, in order to develop my ideas about how to use them and the different creations I can make.</li> <li>2. I know and can sing a few nursery rhymes and/or songs.</li> </ol>					
<b>Celebrations &amp; Festivals RE</b>	<b>Theme:</b> Special People <b>Key Question:</b> What makes people special? <b>Religions:</b> Christianity	<b>Theme:</b> Christmas <b>Key Question:</b> What is Christmas? <b>Religions:</b> Christianity	<b>Theme:</b> Celebrations <b>Key Question:</b> How do people celebrate? <b>Religions:</b> Islam, Judaism	<b>Theme:</b> Easter <b>Key Question:</b> What is Easter? <b>Religions:</b> Christianity	<b>Theme:</b> Story Time <b>Key Question:</b> What can we learn from stories? <b>Religions:</b> Buddhism, Christianity, Islam, Hinduism, Sikhism	<b>Theme:</b> Special Places <b>Key Question:</b> What makes places special? <b>Religions:</b> Christianity, Islam, Judaism
<b>JIGSAW PHSE</b>	<b>Welcome to the Jigsaw teaching and learning materials for ages 3-4.</b>  <b>Jigsaw is sequential, the six puzzles (units) starting with 'Being Me in My World' (BM) at the beginning of the school year and working through to the end</b>					



## St Mary's Nursery Medium Term Planning

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	of the year:					
	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
St Mary's School Value Statements	<p>I know that love is caring about others and being kind.</p> <p>I know I can show respect by taking care of people and things.</p> <p>I know peace is being quiet and calm when I need to be.</p>	<p>I know that love is caring about others and being kind.</p> <p>I know I can show respect by taking care of people and things.</p> <p>I know peace is being quiet and calm when I need to be.</p>	<p>I know that wisdom is making good choices.</p> <p>I know how to act responsibly in my classroom.</p> <p>I know that honesty is when I tell the truth.</p>	<p>I know that wisdom is making good choices.</p> <p>I know how to act responsibly in my classroom.</p> <p>I know that honesty is when I tell the truth.</p>	<p>I know that I should forgive when someone says sorry.</p> <p>I know that resilience is wanting to keep on trying even when something is difficult.</p> <p>I know that perseverance is to keep trying.</p>	<p>I know that I should forgive when someone says sorry.</p> <p>I know that resilience is wanting to keep on trying even when something is difficult.</p> <p>I know that perseverance is to keep trying.</p>
Visits Events Visitors	<ul style="list-style-type: none"> <li>• Local parks</li> <li>• The Curve Library</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas concert at St Laurence Church</li> </ul>	<ul style="list-style-type: none"> <li>• The Curve Library</li> <li>• Maths number day</li> <li>• Chinese New Year celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Incubating eggs</li> <li>• Ark Farm - Farm animals to school</li> <li>• St Laurence Church –Easter Concert</li> </ul>	<ul style="list-style-type: none"> <li>• Visit from Zoo Lab</li> <li>• Garden Centres</li> <li>• Insect Lore butterflies</li> </ul>	<ul style="list-style-type: none"> <li>• The Curve Library</li> <li>• Lido beach Ruislip</li> </ul>