

Nursery Medium Term Curriculum Plan

	Autumn	Spring	Summer
EYFS Area of Learning	Communication and Language – National Curriculum link: English		
Listening and Attention	To listen to short stories and can remember much of what happens. To pay attention to one thing at one time. To listen and attend to a dialogue on a 1:1 basis.	To listen to longer stories and can remember much of what happens. To shift from one task to another if an adult fully gets my attention e.g. uses my name. To listen and attend to a dialogue in a small group of 3 children.	To listen to longer stories and can remember key events and rhyme phrases To pay attention to more than one thing at one time, which can be difficult. To listen and attend to a dialogue in a larger group and begin to respond
Understanding	To understand a simple question or instruction that has one part. To understand 'what' and 'who' questions, like: "What is the dog doing?" "Who is this?" when sharing picture books. To understand prepositions in, on and under To talk about my interests and play. To wait when another child or adult is speaking before engaging in conversation when in a small group in	To understand a two-part question or instruction in a familiar context with gestures. To understand 'who' and 'where' questions, like: "Where is the monkey?" To understand prepositions in front and behind. To answer simple questions about myself. I am beginning to take part in two-way conversations.	I can understand a two-part question or instruction given by an adult or peer without gestures. I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?" To understand and use some prepositions in simple conversation. To begin to ask simple questions related to stories. I can start a conversation with an adult
Speaking	To begin to use some key vocabulary relating to taught topics.	To use a wider range of key vocabulary relating to taught topics.	or a friend. To use a wider range of key vocabulary in a range of contexts.

	To join in with nursery rhymes and songs;	To begin to sing a range of songs	To sing a large repertoire of songs.
	copying actions and filling in some	familiar to me.	To talk about familiar books, and be
	missing words.	To be able to talk about a familiar book,	able to tell a long story or longer
	To talk about a familiar book with an	and be able to tell a short story or	anecdote.
	adult, and tell a short story or anecdote	personal anecdote.	To use the future and past tense with
	with support.	To use future and past tenses though	correct use for most tenses.
	To explore using a variety of tenses in	they may not always be correct.	To join sentences with other
	conversation.	To join sentences with 'and'.	conjunctions such as 'because' and 'or'.
	To use sentences of 4-6 words.	To use talk to organise myself and my	To use talk to organise myself and begir
	To commentate on my play.	play.	to direct play with others.
	To verbally express my immediate wants	To express a point of view using words	To express a point of view and to debate
	and needs.	as well as actions.	when I disagree with an adult or a
	To approach an adult when I need help		friend, using words as well as actions.
	or to play.	To initiate conversation with an adult or	To initiate conversation with an adult or
	To pronounce the sounds p, b, t, d, m, w	friend, attempting to continue the	friend and continue it for many turns.
	clearly.	dialogue.	To develop my pronunciation but may
			have problems saying some sounds: r, j,
		To pronounce the sounds n, k, g, d, h, f,	th, ch, and sh multisyllabic words such
		y clearly	as 'pterodactyl', 'planetarium' or
			'hippopotamus'
EYFS Area of Learning	Personal, Social a	nd Emotional Development – National Cur	riculum link: PSHE
Self-Regulation	To begin to identify feelings and	To begin to identify some different	To talk about their own feelings and
	emotions I am feeling with scaffolding	feelings and emotions.	emotions using a variety of vocabulary.
	from an adult.	To begin to suggest how others might	To gradually understand how others
	To begin to show awareness of the	be feeling.	might be feeling and suggest reasons
	emotions of others.	To begin to help find solutions to	why.
	To recognise that some actions can hurt	conflicts with adult support.	To suggest some solutions to conflicts
	the feelings of others.		and rivalries with peers.
			To develop appropriate ways of being
			assertive.
	To select activities and use resources		To select activities and use resources to

	To begin to follow classroom rules and routines with support. To attempt to be independent in selfcare. E.g. will ask for support with toileting needs, can wash own hands, will attempt to take off own coat. To enjoy being active.	To begin to select activities and use resources to achieve a goal with support. To follow classroom rules and routines with limited guidance. To become more independent at dressing/undressing e.g. take coats on/off will limited support, can attend to own toileting needs with more independence. To understand why we need to brush our teeth twice a day.	been suggested to me, with help when needed. To follow classroom rules and routines consistently with little support and begin to understand why these are important. To be increasingly independent in meeting their own care needs e.g. will attempt to change own shoes/wellies, jumpers/cardigans and can attend to own toileting needs. To identify healthy/unhealthy foods and drinks.
Building Relationships	To identify some members of their own class. To play alongside other children who are engaged in the same activity. To begin to approach different children and adults during play.	To understand there are different classes within our school and that I will progress through them. To engage in play with one or more other children, taking turns with support. To seek out familiar adults and peers to share play experiences with.	To develop a sense of responsibility and community within the familiar context of our school. To play with one or more other children, extending and elaborating play ideas and beginning to take turns. To show more confidence in new social situations and with unfamiliar adults in the setting.
EYFS Area of Learning	Physical Development – National Curriculum link: PE		
Gross Motor Skills	Introduction to PE, Ball Skills To begin to demonstrate balance. To begin to negotiate space safely. To begin to take turns with others. To explore movement skills. To make guided choices. To follow instructions with support. To begin to explore a range of ball skills.	Dance, Fundamentals To begin to negotiate space safely with more success. To begin to use and remember sequences and patterns of movements which are related to music and rhythm. To build my confidence to try new challenges and perform in front of others.	Games, Gymnastics To begin to explore a range of ball skills. To negotiate space safely. To take turns with others with less support. To begin to understand how I feel in different situations. To explore movement skills. To follow instructions with less support.

TVTS Avon of Longing	To persevere with support when trying new challenges. To play ball games guided by the rules with support.	To follow instructions with support. To show respect towards others. To begin to take turns with others. To explore movement skills, beginning to demonstrate balance and coordination when playing games. To play games honestly guided by rules with support.	To play games honestly guided by the rules with support. To build my confidence to try new challenges. To match skills to tasks and apparatus. To use a range of large and small apparatus with an awareness of safety.
Phonics	To listen to and discriminate between the sounds I hear in the environment. (aspect 1) To listen to and discriminate between different instrumental sounds. (aspect 2) To explore the sounds I can create with my own body. (aspect 3) To develop my awareness of rhyming words. (aspect 4) To develop my awareness of alliteration and initial sounds. (aspect 5) To copy different voice sounds. (aspect 6)	acy – National Curriculum link: English/Ph To talk about and describe the sounds I hear in the environment. (aspect 1) To talk about and describe different instrumental sounds. (aspect 2) To describe the sounds I can make with my body and make connections between those and other sounds I am familiar with. (aspect 3) To identify words that rhyme. (aspect 4) To identify words that begin with the same initial sound. (aspect 5) To recreate a variety of different voice sounds, including some letter sounds. To develop my awareness of oral blending and segmenting VC and CVC words. (aspect 7)	To practise and consolidate aspects 1-6. To consolidate aspect 7: oral blending and segmenting, using Fred talk. To begin to read and write set 1 letters sounds on the RWI programme. To clap syllables in words.
Word Reading	To look at books independently, handling them correctly and carefully. To turn pages in a book, one at a time. To recognise some familiar logos. To read own name with visual support.	To understand that print carries meaning. To identify the front and back cover of a book. To recognise some print in the environment.	To understand print is read from top to bottom and left to right and has different purposes. To identify the spine, title and blurb on a book, showing some awareness of page number.

Comprehension		To read own name without visual support.	To say and recognise some letter sounds from my own name. To read own name in different contexts and begin to recognise some letters from their own name in other text.
	To show engagement and begin to make relevant comments when sharing a book with an adult. To be able to answer simple questions based on a familiar text. To use props and resources to retell key phrases in familiar stories	To use story talk when playing independently and begin to use vocabulary from a familiar story. To be able to answer more complex questions about a familiar text. To use props and resources to retell familiar stories.	To use story talk in extended conversations when playing in a small group and correctly use new vocabulary from a familiar story. To be able to answer more complex questions about an unfamiliar text. To retell simple stories, using props and other resources.
Writing	To draw lines and circles. To talk about my drawings.	To use letter like shapes when mark making.	To write some letters from my own name accurately.
Fine Motor Skills	To use simple tools safely and with increasing control and intent.	To engage in purposeful mark making, giving meaning to the marks I make. To use a range of one-handed tools competently, safely and confidently.	To engage in purposeful early writing, using my print and letter knowledge. To use a comfortable grip with good control when holding pens, pencils and other small tools. To show a preference for a dominant hand.
EYFS Area of Learning		Maths - National Curriculum link: Maths	
Number	To recite numbers to 5. To explore 1:1 correspondence. To join in with number songs. To use some number names in play. To begin using some mathematical language e.g. more/less.	To develop fast recognition of 1 and 2 objects, without having to count them individually, (subitising) To say one number for each item in order. (1:1 correspondence)	To develop fast recognition of up to 3 objects, without having to count them individually. (subitising) To show finger numbers up to 5. To experiment with their own symbols and marks as well as numerals.

Numerical Patterns	To describe a familiar route. To discuss routes and locations. To begin to describe a sequence of events, real or fictional. To make comparisons between objects relating to size and capacity.	To know that the last number reached when counting a small set of objects tells you how many there are in total. (cardinal principle) To link numerals and amounts. To solve real world problems with numbers up to 3. To talk about and explore 2D shapes using informal and mathematical language. To select shapes appropriately. To combine shapes to make new ones. To understand position through words alone. To make comparisons between objects relating to length. To compare quantities using language more than.	To recite numbers forwards to 10 and backwards from 5. To solve real world problems with numbers up to 5. To talk about and identify patterns around me. To extend and create ABAB patterns. To notice and correct and error in a repeating pattern. To talk about and explore 3D shapes using informal and mathematical language. To make comparisons between objects relating to weight. To compare quantities using language fewer than.
EYFS Area of Learning		orld – National Curriculum link: Science, H	
Past and Present	To use simple language to talk about my daily routine. To talk about significant events that have happened recently. To talk about how I have changed since I was a baby.	To talk about the days of the week and understand there is an order. To talk about significant events that are relevant to me. To talk about how I change as I grow.	To use simple language to talk about significant events in relation to the passing of time. To talk about significant events in my own life and my family.
People and Communities	To talk about experiences in my local area. To explore a 3D map. To understand that different people have different roles in our school.	To talk about experiences of visitors and visits I have been on. To draw information from a simple map. To show an interest in different occupations.	To talk about my experiences in Nursery. To discuss the different places I have visited and make comparisons. To create my own simple maps.

To know there are different countries in the world.

To talk about the differences in weather and clothing in different countries.

To name and role play some different occupations.

To talk about the differences between where I live and a contrasting place.

Domestic Church - Family

To investigate the importance of my name.

To begin to understand God knows me and my name.

To know God loves me.

Baptism/Confirmation - Belonging

To celebrate being welcomed into school.

To talk about how we welcome people into a family.

To begin to understand how to welcome people into God's family. (Baptism)

Advent/Christmas - Loving

To discover what a birthday is and how we can celebrate it.

To talk about how people get ready for the birthday of Jesus. (Advent) To talk about how to celebrate Jesus' birthday.

To begin to recall parts of a simple religious story.

To begin to recognise that my religious celebrations may be the same or different to others. (Halloween, Christmas – Christian, Diwali – Sikh/Hindu)

Local Church – Community

To discover what a celebration is and how people celebrate.

To understand God knows me and my name.

To discuss how a parish family celebrates. (Story of the Presentation)

Eucharist – Relating

To discover what activities children and families like to do together.

To discuss how the parish family gather for Sunday Mass.

To talk about why the parish family gather and listen to God's word.

Lent/Easter - Giving

To recognise growth in nature.

To learn about Lent.

To talk about how we look forward to Easter. (Good Friday)

To recall parts of a simple religious story.

To begin to understand that my culture and traditions may be the same or different to others. (New Year/Chinese New Year, Easter – Christian, Purim - Jewish)

Pentecost - Serving

To know that everyone has good news to share.

To learn about the Holy Spirit.

To discuss the joy and happiness of Pentecost.

Reconciliation – Inter-relating

To talk about being a friend.

To know we can be friends with Jesus. To discuss what Jesus tells us about being friends.

Universal Church – World

To share what we love about our world. To discuss how God created our world. To talk about how we can take care of God's world.

To talk about different places of worship.

To continue to develop positive attitudes about differences between peoples heritage, cultures and traditions. (Eid – Islam/Muslim)

The Natural World	To use all my senses in hands-on exploration of natural materials. To explore collections of materials with similar and/or different properties. To explore how things work. To talk about what I see.	To talk about the differences between materials and changes I notice. To explore and talk about different forces I can feel. To talk about what I see, using more specific vocabulary.	To plant seeds and care for growing plants. To understand the key features of a life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things. To talk about what I see, using specific and scientific vocabulary.
EYFS Area of Learning	Expressive Ar	ts and Design – National Curriculum link: A	Art, D&T, Music
Creating with Materials	To recognise and name different colours. To explore making marks in different media. To talk about what I have drawn/painted. To explore printing.	To explore colour and colour mixing. To create enclosed shapes such as circles. To show different emotions in my drawings and paintings. To use different approaches to drawing/painting, with a goal in mind.	To select colours for a purpose. To create closed shapes with continuous lines and begin to use these shapes to represent objects. To draw with increasing complexity and detail. To use drawing/painting to represent ideas like movement or loud noises.
Being Imaginative	To explore a variety of tools and materials to create. To begin to participate in pretend play linked to their home experiences using similar objects to represent another. To engage in story talk during small world play. To explore how to use simple construction equipment.	To begin to join different materials and explore different textures. To participate in pretend play linked to their home and school experiences, using an object to represent something else. To engage in story talk and build more complex 'small words'. To explore more complex construction equipment, with a goal in mind.	To use different tools and materials for a purpose and to achieve a goal. To participate in pretend play linked to additional experiences from visits/visitors or in the local community, using objects to represent something else even though they may not be similar. To develop complex and imaginative stories using small world equipment.

To remember and sing some simple rhymes and songs.

To listen with increased attention to sounds.

To explore the different sounds instruments can create.

To listen to a wide variety of music.

To remember and sing much of a longer song.

To sing the melodic shape of familiar songs. (moving melody such as up and down, down and up)

To use an instrument to match an emotion or for a purpose in a story. To talk about how different music makes you feel.

To make imaginative and complex small worlds with blocks and construction kits.

To remember and sing entire songs.

To sing the pitch of a tune sung by another person. (pitch matching)

Play instruments with increasing control to express their feelings and ideas.

To respond to what I have heard, expressing my thoughts and feelings.