

Nursery Medium Term Plan 2023 - 2024

**Inquisitive**-I wonder why? Why didn't...? But what if...? I need to find out if... I want to know what... I can't decide unless I know if... I don't agree because... I'm not sure that's true because... I think I should look at this in a different way... I'd like to know even if...  
**Persistent**-I'm not sure about that so we could... I should keep going until... I haven't seen it like this before so I might have to... I'm going to try it even if... I'll make a decision based on... If I try this in different ways, I'll be able to...  
**Disciplined**-How did I do? If I had..., then I could have... I'm going to look at that to make sure... I'll try different ways to... I need to practise it... I want to improve it... I think it could be better... Is this the best I can achieve yet? I've spotted... so I will...  
**Imaginative**-What if I...? Would it work better if I...? I'll try it out and see if... I think I could improve it by... That reminds me of... When I did that, it... I could use the... from when I... I can see that... That links to that because... I know that because of...  
**Collaborative**-I can share my idea... It's helpful if I share my ideas... I can share the results of my work... I'd like to help you... Can I contribute? I can support you.. I think that... Can you tell me what I could do? I think you could... What do you think? What if we..? Can you help me with..? We could... If we..., we might... We could ask... .. might know more because... We should look at... because... We should ask.... This will help because...

<b>N</b>	 <b>Us-What can we do?</b>		 <b>Grow-What is new?</b>		 <b>Beyond-Where can we go?</b>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips</b>	Local Walk		Allotments / Farm		The Zoo	
<b>Key Texts</b>	<b>Model text:</b> Goldilocks and the Three Bears  <b>Key texts:</b> Brown Bear, Brown Bear, We're Going on Bear Hunt, Peace at Last, Full, Full, Full of Love, Hello! A Counting Book of Kindness	<b>Model text:</b> The Train Ride  <b>Key texts:</b> Where's Spot, Aliens Love Underpants, You Choose, Dear Santa, My Dad is a Grizzly Bear, So Much!, Colours Colours Everywhere	<b>Model text:</b> Walking through the Jungle  <b>Key texts:</b> Dear Zoo, Rainbow Fish, Tiddler, What the Ladybird Heard, The Tiger who came to Tea, Chapati Moon, Amazing, All the nonsense in my Teeth	<b>Model text:</b> Jasper's Beanstalk  <b>Key texts:</b> Hug, Oliver's Vegetables, Oliver's Fruit Salad, Giraffes Can't Dance, Astro Girl, We're Going to Find the Monster	<b>Model text:</b> Come on Daisy  <b>Key texts:</b> Each Peach Pear Plum, Lots of Dots, A Good Place, Daisy Eat your Peas, Kindness makes us Strong, Forever Star, The Bookworm	<b>Model text:</b> Owl Babies  <b>Key texts:</b> Stick Man, Little Rabbit Foo Foo, Lost and Found, Shark in the Park, Hairy Maclary, If I Were the World, Lulu's First Day
<b>Songs and Rhymes</b>	Bear songs and rhymes - Teddy Bear, Teddy Bear, Round and Round the Garden, Goldilocks song	Transport songs and rhymes - The Runaway Train, Down at the Station, I'm a Little Engine	Jungle and animal rhymes and songs - Down in the Jungle, An Elephant Walks like This, Never smile at a Crocodile, Row Row	Traditional Nursery Rhymes	Farm songs and rhymes - Old Macdonald, Dingle Dangle Scarecrow, Baa Baa Black Sheep, 5 Little Ducks	Songs and rhymes from around the world

<p><b>Communication and Language</b></p>	<p>I can use role play to re-enact the story and develop pretend play in a bear's cottage. I can listen to and join in rhymes and songs including Teddy Bear, Teddy Bear, Round and Round the Garden, Goldilocks song. I can listen to and retell the Goldilocks story. I can answer questions about the story. I can talk about a favourite bear. I can listen to and talk about about a range of bear stories. I can use small world to retell parts of the story and develop pretend play - 3 bears, woodland settings, bears, dolls house and people. I can explore and talk about non-fiction bear books. I can talk about my favourite foods and food for a picnic.</p>	<p>I can use role play to recreate a journey on a train. I can join in rhymes and songs including The Runaway Train, Down at the Station, I'm a Little Engine. I can clap syllables to repeated words. I can use instruments to accompany the story. I can listen to and join in the repeated refrains of the Train Ride story. I can use small world to retell parts of the story and develop pretend play - towns, farm, seaside, country settings. I can answer questions about the story and during role play. I can explore and talk about non-fiction train books. I can use Kimms game to explore unfamiliar objects in the story. I can talk about my favourite place in the story and my favourite places to visit.</p>	<p>I can listen to and join in the repeated refrains of Walking Through the Jungle. I can join in the story using actions - creeping, crawling. I can guess an animal by it's sound by playing sound games. I can use my body to pretend to be an animal. I can use small world and role play to retell parts of the story. I can describe the animals to a friend for them to guess and when painting, modelling and playing. I can use instruments to accompany the story. I can talk about my favourite jungle animal and give some reasons why. I can explore vocabulary in the story with different voices and actions. I can use non-fiction texts, pictures, artwork and multi-media to find out more about jungles, ask questions and describe them. I can listen to and join in jungle and animal rhymes and songs.</p>	<p>I can listen to and join in with actions to the story Jasper's Beanstalk. I can act out parts of the story with props e.g. planting and watering the bean and describe what I am doing. I can place my bean in different places - in, under, on, behind, on top. I can use the story vocabulary while planting my own bean and seeds and when gardening. I can use role play to retell the story. I can explore vocabulary in the story through using props and actions. I can talk about my favourite part of the story. I can use Kimms game to explore unfamiliar objects in the story. I can talk about planting my own bean and talk about some changes. I can explore and talk about non-fiction growing books. I can make simple observations of plants I can listen to and join in growing rhymes and songs.</p>		
<p><b>Personal, Social and Emotional Development</b></p>	<p>I can talk about myself and my favourite toy. I can explore happy and sad faces using mirrors and create happy and sad faces in paint. I can name a friend and say what I like doing with them. I can play cooperative games. I can make and eat healthy foods (fruit salad). I can talk about the characters' feelings in the story - being sorry.</p>	<p>I can talk about the things I am good at. I can talk about one way I am special. I know that all families are different. I know that there are different homes. I can invite a friend to play. I can participate in cooperative play. I can work with others to make a role play train with boxes. I can talk about feeling happy, sad and angry.</p>	<p>I can challenge myself by trying something tricky and talk about it. I can keep trying through challenges such as puzzles and model making. I can talk about something I would like to get better at. I can use kind words to encourage others. I can find out about and talk about the jobs people do. I can feel proud when I achieve a goal (wow moments). I can work with a friend to build a model, create a small world setting and build a jungle den. I can talk about my feelings and the feelings of others - happy, sad and angry.</p>	<p>I know the names for some parts of the body.  I am starting to understand how to be healthy. I can join in action songs and games. I can taste and name some healthy foods. I can talk about my bedtime. I can say why I brush my teeth. I can wash my hands and begin to talk about why. I know who my safe adults are. I can invite a new friend to play with me. I can solve a problem in play with modelling from an adult.</p>		
<p><b>Physical Development</b></p>	<p>I can mark make in a variety of mediums including in porridge, oats, gloop, chalk, water, paint etc.</p>	<p>I can mark make on a large scale eg. train tracks, journeys and settings. I can recreate a train journey physically and travel in different ways.</p>	<p>I can create movements like an animal both inside and out.</p>	<p>I can use actions and match movements to act out the story - raking, planting etc.</p>		

	<p>I can make sandwiches and cakes for a picnic.</p> <p>I can travel in different ways to complete a bear hunt.</p> <p>I can use junk modelling to make characters and objects from the story and models linked to my own interests.</p> <p>I can make porridge using tools and equipment.</p> <p>I can use playdough tools and cutters - bear cutters and oat dough.</p> <p>I can use movements to act out and join in the story.</p> <p>I can join in action songs and rhymes.</p>	<p>I can use movements to act out and join in the story.</p> <p>I can join in action songs and rhymes.</p> <p>I can help to build dens and create tunnels.</p> <p>I can use junk modelling to make a train and models linked to my own interests.</p> <p>I can use collage and paint to create settings from the story.</p> <p>I can explore a range of tools in sensory play and playdough.</p>	<p>I can match my movements to the story - crawling, creeping, running, jumping, leaping etc.</p> <p>I can play physical games such as jumping on lily pads across the jungle.</p> <p>I can move imaginatively to join in a jungle boogie.</p> <p>I can join in jungle action songs and rhymes.</p> <p>I can explore a range of tools in sensory play and playdough.</p> <p>I can use collage and paint to create a jungle.</p> <p>I can print using natural materials.</p> <p>I can use junk modelling to make animals.</p>	<p>I can use a range of gardening tools - rake, spade, trowel, fork, watering can.</p> <p>I can use tools to make and eat fruit salad and soup.</p> <p>I can move to music to create growing sequencing and dances.</p> <p>I can use natural objects to mark make and print e.g. sticks, twigs, leaves, pine cones.</p> <p>I can explore different types of beans and seeds in a tuff spot with tongs, spoons, sieves and funnels.</p> <p>I can create collages with seeds and natural materials.</p> <p>I can make drawings and paintings of plants.</p>		
<b>Literacy</b>	<p>I can listen to and join in rhymes and songs including Teddy Bear, Teddy Bear, Round and Round the Garden, Goldilocks song.</p> <p>I can listen to and retell the Goldilocks story and a range of bear stories including Brown Bear.</p> <p>I can use props and story sacks to re-enact the story.</p> <p>I can explore and talk about non-fiction bear books.</p> <p>I can talk about how to make porridge (instructions).</p> <p>I can mark make in a variety of mediums including in porridge, oats, gloop, chalk, water, paint etc.</p>	<p>I can listen to and retell the Train Ride story.</p> <p>I can use props and story sacks to re-enact the story.</p> <p>I can explore and talk about non-fiction books about trains, countryside and farms.</p> <p>I can explore rhyming words linked to the story.</p> <p>I can mark make on a large scale eg. train tracks, journeys and settings.</p> <p>I can mark make in a variety of mediums including seeds, oats, gloop, chalk, water, paint etc.</p>	<p>I can listen to and join in the repeated refrains of Walking Through the Jungle.</p> <p>I can copy finger movements and other gestures - 5 little monkeys, Incy Wincy.</p> <p>I can share jungle animal themed stories with an adult from left to right and top to bottom.</p> <p>I can clap syllables in words from the story and spot and join in rhymes.</p> <p>I can use early writing to write lists, labels and speech bubbles.</p> <p>I can draw and paint jungle animals.</p> <p>I can mark make and write in a variety of mediums including gloop, chalk, water, paint etc.</p>	<p>I can listen to and join in with actions to the story Jasper's Beanstalk.</p> <p>I can listen to and join in growing rhymes and songs.</p> <p>I can copy finger movements and other gestures - Baby Bumblebee, Two Little Blackbirds.</p> <p>I can use early writing to write labels for the garden, seed packets, instructions and recipes.</p> <p>I can draw and paint plants.</p> <p>I can use a range of tools to mark make in the natural environment.</p> <p>I can share stories and non-fiction books about growing with an adult from left to right and top to bottom.</p>		
<b>Maths</b>	<p>I can recite numbers to 3.</p> <p>I can count bears, chairs, beds and bowls.</p> <p>I can find and collect up to two objects.</p> <p>I am starting to subitise up to two.</p> <p>I can compare sizes, lengths and weights of bears, chairs, beds and bowls.</p> <p>I can spot and talk about patterns. I can create my own patterns.</p> <p>I can follow and use visual instructions.</p> <p>I can use shapes to build 3D models and 2D shapes to make pictures.</p> <p>I can join in and recite counting songs and rhymes - 5 Little Ducks, 5 Speckled Frogs etc.</p>	<p>I can recite numbers to 5.</p> <p>I can spot patterns linked to the story - trains, animals, buildings.</p> <p>I can make simple repeating patterns with colour carriages.</p> <p>I can describe the time of day using pictures from the story.</p> <p>I can talk about what I do at different times of the day e.g. have breakfast, come to Nursery etc.</p> <p>I can join in and recite counting songs and rhymes - 12345, 5 Little Space men, 5 fat Sausages etc.</p> <p>I can find and collect up to three objects.</p> <p>I am starting to subitise up to three.</p>	<p>I can say one number name for each item.</p> <p>I can show 'finger' numbers to 5.</p> <p>I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting.</p> <p>I can extend a pattern that has been made.</p> <p>I can join in and recite counting songs and rhymes - 5 Currant Buns, Alice the Camel, 5 little Monkeys.</p> <p>I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event.</p>	<p>I can say one number name for each item (counting objects and actions in the inside and outside environment).</p> <p>I can show 'finger' numbers to 5.</p> <p>I can make comparisons between quantities (using beans, seeds, flowers, pine cones, stones, beads etc).</p> <p>I can create my own simple patterns in the environment, with objects, printing, and shapes (ABAB).</p> <p>I can join in and recite counting songs and rhymes - 1 Tomato 2 Tomatoes, One Man went to Mow, 5 Little Apples.</p> <p>I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p>	<p>I can count, order, recognise and use numbers to 5.</p> <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same.</p> <p>I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat).</p> <p>I can join in and recite counting songs and rhymes - 5 Green Bottles, Two Little Dickie Birds..</p>	<p>I can count, order, recognise and use numbers to 5.</p> <p>I can subitise up to 3 objects.</p> <p>I can talk about patterns and spot errors.</p> <p>I can continue and create patterns.</p> <p>I can sequence a pattern of events using time language e.g. first, next, then.</p> <p>I can join in and recite counting songs and rhymes - One Elephant Went Out to Play, One Two Buckle My Shoe.</p>
<b>Understanding of the world</b>	<p>I can talk about myself using photos and special objects.</p>	<p>I can talk about my family using photos.</p> <p>I can join in group role play</p>	<p>I can talk about how I am special.</p> <p>I can talk about a special object from home.</p>	<p>I can say how others are special and talk about something they are good at.</p>		

	<p>I can talk about natural materials on an autumn walk and explore collections of autumn objects.</p> <p>I can use my senses to explore different environments and settings.</p> <p>I can find out about bears around the world.</p> <p>I can find out about some people that help us.</p>	<p>I can find out about some famous trains.</p> <p>I can talk about what I might see, hear and smell in different environments.</p> <p>I can use the forest school area to explore and collect natural materials.</p> <p>I can use different materials to create collages.</p> <p>I can talk about journeys I have been on.</p>	<p>I can talk about how animals are the same and different.</p> <p>I can create and explore small world jungles.</p> <p>I can find out about jungles around the world and name some countries.</p> <p>I can help care for a jungle planting area.</p> <p>I can find out about animals on a nursery trip to Banham Zoo.</p> <p>I can explore the natural environment on imaginary jungle adventures.</p>	<p>I can talk about how people are the same and different.</p> <p>I can plant and care for seeds and plants.</p> <p>I can make simple observations about plant growth.</p> <p>I can talk about how I have grown.</p> <p>I can talk about the things I can do now that I couldn't when I was a baby.</p> <p>I can make close observations of nature with a magnifier e.g. leaves, flowers, mini-beasts.</p> <p>I can use my senses to explore the natural environment and make observations.</p>		
<b>Expressive Arts and Design</b>	<p>I can use role play to re-enact the story and develop pretend play in a bear's cottage.</p> <p>I can listen to and join in rhymes and songs including Teddy Bear, Teddy Bear, Round and Round the Garden, Goldilocks song.</p> <p>I can use instruments to accompany Goldilocks story and song.</p> <p>I can explore environmental sounds.</p> <p>I can explore mark making in different materials e.g. porridge, oats.</p> <p>I can use junk modelling to make characters and objects from the story and models linked to own interests.</p>	<p>I can use role play to re-enact the story and develop pretend play on a train.</p> <p>I can create sounds to accompany train role play using the environment and instruments.</p> <p>I can create paintings of settings (inspired by Monet) using paint brushes and sponges.</p> <p>I can use junk modelling to make trains and models linked to my own interests.</p> <p>I can join in rhymes and songs including The Runaway Train, Down at the Station, I'm a Little Engine.</p>	<p>I can create jungle environments with small world and role play.</p> <p>I can listen to and join in jungle and animal rhymes and songs.</p> <p>I can create my own songs about jungle animals.</p> <p>I can play instruments to represent animals in the story.</p> <p>I can paint jungle animals, plants and settings.</p> <p>I can create my own Tiger in a Tropical Storm painting by Henri Rousseau.</p> <p>I can create animal models using junk, clay, play dough and collage.</p> <p>I can explore animal tracks, patterns and footprints.</p>	<p>I can use tools and natural objects to manipulate dough.</p> <p>I can listen to and join in growing rhymes and songs.</p> <p>I can use instruments to create music to match the actions in the story.</p> <p>I can create an environment in small world and role play to retell the story.</p> <p>I can create my own stories in woodland, garden and natural small world settings.</p> <p>I can print using natural materials.</p> <p>I can draw plants and make drawings of sprouting seeds.</p> <p>I can use clay to make models with natural materials.</p> <p>I can use herbs and flowers to create potions.</p>		