

Early Years Foundation Stage Medium Term Plan – Nursery 3-4 year olds

Topic:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>Up in the air and down on the ground.</i>	Walking	On the Road	By Rail	By Boat	In the air	Easter
	Our curriculum is responsive to the changing interests and needs of the children.					
Important Dates		Pancake Day St David's day World Book Day		Trip St Patrick's Day Red Nose Day	Mother's day	Easter
Opportunities for Exploring Diversity:	<p>When looking at historical evidence ensure a range of ethnicities, cultures and gender are depicted.</p> <p>GD to teach travelling songs in Spanish.</p> <p>Travelling Communities</p> <p>St David's Day</p> <p>St. Patrick's Day</p>					
Books	Rosie's Walk We're Going on a Bear Hunt Alfie's New Shoes Walking Through the Jungle On the Way Home Last Stop on Market Street	Mr Gumpy's Motor Car Duck in a truck The Go Kart Non Fiction - Things That Go	Rainbow Fish Mr Gumpy's Outing Who sunk the boat? Mr Archimedes Bath	Train Ride Oi! Get off my train! Daniel's Train The Big Blue Train	Whatever Next	The Easter story Spot's Easter

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Communication and Language	<p>Rosie's Walk - listen and sequence journey</p> <p>Show understanding of prepositions by carrying out an action or selecting correct picture.</p> <p>Build vocabulary about journeys on foot</p>	<p>Mr Gumpy's Motor Car Simple instructions - link to Mr Gumpy - don't squabble etc</p> <p>Follow a story without pictures - Listen and Play (Wheels on the Bus)</p>	<p>Follow a story without pictures - Listen and Play (Down by the Station)</p>	<p>How and why questions relating to stories and their own experiences</p>	<p>How and why questions Be able to talk about familiar books, and be able to tell a long story.</p>	<p>The Easter Story Easter around the world Sing a large repertoire of songs. Know many rhymes.</p>
Personal, Social and Emotional	<p>Develop appropriate ways of being assertive.</p> <ul style="list-style-type: none"> • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. 		<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>		<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	
Physical Development	<p>Large circles/lines - group picture</p> <p>Using large balls - rolling at a target</p> <p>Using large balls - kicking into goal</p> <p>Using large balls - dribbling around cones</p> <p>Using large balls - throwing/catching with a friend</p>		<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>		<p>Pencil control - weekly patterns, name writing on yellow lines, snappy fingers - picking up with thumb and 2 fingers</p> <p>Using glue sticks to stick shapes for vehicles</p> <p>Using tape dispenser</p> <p>Tweezers - picking up beans</p>	
<p>Be increasingly independent as they get dressed and undressed, for example putting on coats and doing up zips.</p>						

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Literacy	<p>Develop their phonological awareness, so that they can spot and suggest rhymes.</p> <p>Count or clap syllables in a word- recognise words with the same initial sound, such as money and mother</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p>	<p>Understand the key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom
	<p>Ongoing - Sound box - children bringing in objects each week, photograph and hang in classroom</p> <p>Alliteration, Using Toy Talk to give instructions where possible, Rhyming stories, Sound play - alliteration when playing</p> <p>Voice sounds to describe vehicles moving/water sounds/animals</p>		
Mathematics	<p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Rosie's Walk - using positional language - retelling story</p> <p>Make model for lego man to go over/under/next</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Using shapes to create pictures</p> <p>Using shapes to represent objects when drawing and painting</p> <p>Talking about shapes of everyday objects</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Number Rhymes</p> <p>Use language of more and fewer to compare 2 sets</p> <p>finding one more and one less than objects to 5</p>

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Understanding the World	<p>Journeys, maps, where they live Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Floating and sinking Explore how things work. Different types of boats</p>	<p>Making and flying paper airplanes How planes have changed over time</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Link to Easter</p>
Expressive Arts and Design	<p>Foot prints - sensory walk Painting their feet Maps Making cars Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>