



Medium Term Plan

Year Group: Nursery

Term: Summer 2 (2026)

Learning Objectives

Key

Blue = Birth to 3 years

Green = 3 & 4 years

Magic Moments/ Enrichment activities/ WOW moments

Minibeast workshop (Reptiles Etc) and exploring farm animals in their habitats

Personal, Social and Emotional Development

Self-Regulation/ Managing Self/ Building Relationships:

- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- 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.
- Develop their sense of responsibility and membership of a community.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Communication and Language

Listening, Attention and Understanding/ Speaking

- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use longer sentences of 4-6 words.
- - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Enjoy listening to longer stories and can remember much of what happens.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Physical Development

Gross Motor Skills/ Fine Motor Skills:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Theme Farm Animals

Literacy

Comprehension/ Reading/ Writing

- Write some or all of their name.
- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- 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; write 'm' for mummy.

Mathematics

Number/ Numerical Patterns

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- 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'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

Past and Present/ People, Culture and Communities/ The Natural World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

Creating with materials/ Being imaginative and Expressive

- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Listen with increased attention to sounds.
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
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- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Join different materials and explore different textures.
- Explore colour and colour-mixing
- Listen with increased attention to sounds.