



Medium Term Plan

Year Group: Nursery

Term: Spring B 2026

Learning Objectives

Key

Blue = Birth to 3 years

Green = 3 & 4 years

Enrichment activities/ WOW moments

Visit to Dagenham Fire Station, in school visit from police officers, meeting people who help us in school, Easter Bonnet Parade, Sponsored bunny hop

Personal, Social and Emotional Development

Self-Regulation/ Managing Self/ Building Relationships:

- Talk about their feelings in more elaborated ways: "I'm sad because..."
- 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

- Listen to simple stories and understand what is happening with the help of pictures.
- 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.

Physical Development

Gross Motor Skills/ Fine Motor Skills:

- Build independently with a range of appropriate resources.
- Develop manipulation and control.
- Explore different materials and tools.
- 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.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- 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 as they get dressed and undressed, for example, putting coats on and doing up zips.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- 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.

Theme People Who Help Us

Literacy

Comprehension/ Reading/ Writing

- Pay attention and respond to the pictures or the words.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Make comments and share their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.
- 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

Mathematics

Number/ Numerical Patterns

- Compare amounts, saying 'lots', 'more' or 'same'.
- Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.
- Show 'finger numbers' up to 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').
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Talk about and explore 2D shapes (for example, circles, rectangles, triangles and squares, using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round').

Understanding the World

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

- Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people
- Talk about what they see, using a wide vocabulary
- Show interest in different occupations.
- Explore how things work.
- 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

- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- 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.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Listen with increased attention to sounds.

Identifies learning objectives for adult led activities and possible focus for planned child-initiated learning. Ensures coverage. Statements taken from Development Matters, September 2021

Magic Moments:

Sit in an emergency vehicle, write a letter and post it, create a giant art masterpiece, ride on a bus