



Medium Term Plan

Year Group: Nursery

Term: Spring A 2026

Learning Objectives

Key

Blue = Birth to 3 years

Green = 3 & 4 years

Enrichment activities/ WOW moments

Observing traffic on Becontree Avenue

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

- Understand and act on longer sentences like 'Make teddy jump.'
- Understand simple questions about 'who', 'what' and 'where'.
- 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.
- Start to eat independently and learning how to use a knife and fork.
- 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.

Theme Transport

Literacy

Comprehension/ Reading/ Writing

- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and responds to the pictures or the words.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares 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.

Mathematics

Number/ Numerical Patterns

- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Count in every day contexts, sometimes skipping numbers.
- 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.
- Describe a familiar route.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.

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
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

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.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- 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.
- 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.
- Use drawing to represent ideas like movement or loud noises.
- 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:

Learn to ride a bike, run in the rain and splash in puddles