



Medium Term Plan

Year Group: Nursery

Term: Summer 1 (2026)

Learning Objectives

Key

Blue = Birth to 3 years

Green = 3 & 4 years

Enrichment activities/ WOW moments

Watching caterpillars hatch and turn into butterflies

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

- 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.
- - 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.

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 Minibeasts

Literacy

Comprehension/ Reading/ Writing

- Ask questions about the book. Make comments and share their own ideas.
- Develop play around favourite stories using props.
- 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
- 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

Mathematics

Number/ Numerical Patterns

- Notice patterns and arrange things in patterns.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- 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
- 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.
- 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.

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.
- 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

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:

Plant seeds and watch them grow, watch insects grow and change