



Oxhill Nursery School – 3-4 Year Old – Medium Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transition & Progress	-Welcome back and hello to new starters -Settling in routines -Learning to be independent.	-Progress meetings -progress summaries on Class Dojo	-Welcome Spring starters -Settling in routines -Learning to be independent.	-Progress update meetings	-Welcome Summer starters -Settling in routines -Learning to be independent	-Preparing for transitions into big school -Teacher’s from primary schools to visit. -End of year progress summary
Possible themes, interests, lines of enquiry. We endeavour to follow children’s interests	-Autumn colours / treasures -Emotion monsters	-Bonfire night -Firework safety -Christmas crafts	-Winter/Spring -Arctic/Antarctic animals	-Sowing flower seeds to attract bees and butterflies -Planting / gardening -Farm Animals	-Summer -Mini Beasts -Oral Health (National Smile Month) -Jungle Animals	-Summer holidays -Seaside -Friendships
Changing seasons	Harvesting Autumn vegetables from the allotment e.g. potatoes and pumpkins, squashes	Autumn walk – taking notice of the leaves changing colour Carol Singing - to our neighbours in Mandela Close	Winter -Snow & icy puddles (melting and freezing) -sledding and making snow sculptures	Looking out for signs of spring Planting vegetables and flowers in our allotment New life- on the Farm	Noticing summer flowers and exploring mini beasts Sun safety – sunscreen	How does our garden grow? What can we eat and cook with what we have grown so far?

<p>Special Festivals and events</p>	<p>Harvest</p> <p>Halloween</p> <p>Colour run</p>	<p>Bonfire night</p> <p>Remembrance Day (significance of the poppy)</p> <p>Christmas -Christian festival celebrating the birth of Jesus</p>	<p>Chinese New year -To celebrate the new luna year. Each year is named after an animal.</p> <p>-Valentine’s Day - Random acts of kindness/ Who do we love – family, friends, pets?</p> <p>Mother’s day - sing along</p>	<p>Easter -spring, and new beginnings</p> <p>Holi (festival of colour) Hindu festival celebrating spring, love and new life</p>	<p>Family visit to Saltwell Park</p>	<p>-Family Garden Day stay and play</p> <p>-National smile month</p> <p>-Fathers in the forest</p> <p>-Butterfly release</p>
<p>Key Books to enhance the seasonal topics or events</p>	<p>Room on the Broom by Julia Donaldson – Rhyming, alliteration, imagination</p> <p>Elmer by David McKee</p> <p>The colour Monster by Anna Llenas – emotions, feelings, colour – The message is used throughout the year to help children to recognise and talk about and understand their emotions. This story is revisited each term.</p> <p>-The day the crayons quit by Oliver Jeffers</p> <p>-The day the crayons came home by Oliver Jeffers</p>	<p>The story of the first Christmas (various authors)</p> <p>The stick Man by Julia Donaldson about families and tradition, rhyming</p> <p>Jolly Christmas Postman by Janet & Allen Ahlberg</p> <p>Aliens love Panta Claus by Claire Freedman</p>	<p>Mr Wolf’s Pancakes by Jan Fearnley -sharing, caring, taking turns, feelings, writing lists – mark making</p> <p>Elmer in the snow By David McKee</p> <p>Winnie the Witch in Winter by Valerie Thomas</p>	<p>Jaspers bean stalk by Sam Godwin – covers the growth of a plant for seed to full flower</p> <p>Oliver’s Vegetables by Vivian French -Relationships, likes and dislikes, knowledge of where food comes from</p> <p>What the ladybird heard by Julia Donaldson – Rhyming book, farm yard animal noises, remembering a sequence, right from wrong.</p>	<p>The very hungry caterpillar by Eric Carle - days of the week, story sequences, different foods types, specific vocabulary related to the changes of a butterfly Alliteration: light/leaf/ little/ lay</p> <p>The crunching munching caterpillar by Sheridan Cain</p>	<p>Sharing a Shell by Julia Donaldson – feelings, story settings, habitats, friendships</p> <p>Seaside Poems by Jill Bennett</p> <p>Winnie the witch On the seashore by Valerie Thomas</p> <p>Monkey Puzzle by Julia Donaldson</p>

PSED	<p>As part of daily routine supported by skilled practitioners: Personal development: independence skills; putting own wellies and coats and dressing for outdoors; toilet training in collaboration with parents Social development: sense of community; developing friendships; sharing and turn taking; developing and following nursery promises (rules) Emotional development: separating from parents; understanding our feelings (colour monster book); learning to resolve conflicts with peers</p>					
	<ul style="list-style-type: none"> *Separate from carer *Establish class and school routines *Routines – Visual timetable *Areas in the classroom *Daily self-registration (tens frame) 	<ul style="list-style-type: none"> *Forming friendships *Selecting resources *Making the right choices *Exploring new activities 	<ul style="list-style-type: none"> -Learning to share and take turns -Independence within the classroom -Working with others -Beginning to understand the difference between right and wrong <p>*Autumn 1 curriculum repeated for new starters</p>	<ul style="list-style-type: none"> -Understanding the feelings of others -Working together -Selecting and sharing resources -Consider our words <p>*Autumn 2 curriculum repeated for new starters</p>	<ul style="list-style-type: none"> -Caring and looking after one another and possessions -Sensitive to others’ needs <p>*Autumn 1 curriculum repeated for new starters</p>	<ul style="list-style-type: none"> -Reflecting on themselves as learners -Trying something new -Being encouraged and challenged <p>*Autumn 2 curriculum repeated for new starters</p>
Physical Development	<p>As part of daily routine and continuous provision: Gross motor movements outdoors: large climbing equipment; bikes & scooters; climbing the tree; button swing; digging; nature play; ball skills Gross motor indoors: yoga; dance and movement, painting on easel, lycra/parachute games, scarves, sticky kids, climbing, swinging and messy play. Fine motor: threading activities; tweezers; malleable materials e.g. playdough; finger gym, actions to songs and rhymes using scissors, eating with cutlery, using small brushes for painting and pencils for drawing. Understanding the language of direction (‘up’, ‘down’, ‘round’, ‘back’, etc). Healthy lifestyles: Encouraging healthy choices with food/snack; oral health; opportunities to assess risk taking activities – fire/cooking/trips/climbing</p>					
	<ul style="list-style-type: none"> -Handling and using one handed tools -Toilet routine -Putting on coats/wellies/aprons -Using a collection of mark making tools 	<ul style="list-style-type: none"> Handling and using one handed tools -Toilet routine -Putting on coats/wellies/aprons -fastening zips 	<ul style="list-style-type: none"> -Developing and using appropriate grip -Using a collection of mark making tools -Using large equipment 	<ul style="list-style-type: none"> -Developing and using appropriate grip -Using a collection of mark making tools -Using large equipment 	<ul style="list-style-type: none"> -Applying tripod grip -Forming some letters from name accurately 	<ul style="list-style-type: none"> -Applying tripod grip -Forming some letters from name accurately -Using a collection of mark making tools

	<ul style="list-style-type: none"> -Using large equipment -introduction to tooth brushing scheme -Lycra games/songs -Colour Run 	<ul style="list-style-type: none"> -Using a collection of mark making tools -Using large equipment -using scissors to cut up toy catalogues (Santa lists) -Spooky and Firework movement -Nativity Practices -Party games 	<ul style="list-style-type: none"> -Yoga -Sticky Kids 	<ul style="list-style-type: none"> -Making Dens -Gardening 	<ul style="list-style-type: none"> -Using a collection of mark making tools -Keeping healthy -Parachute Games 	<ul style="list-style-type: none"> -Preparing for Sports Day -Sportsmanship
Communication & Language	<ul style="list-style-type: none"> -Listening to stories -Retelling stories -Circle time -Language and Vocabulary 	<ul style="list-style-type: none"> -Listening to stories -Retelling stories -Circle time -Language and Vocabulary 	<ul style="list-style-type: none"> -Listening to stories -Retelling stories -Circle time -Language and Vocabulary 	<ul style="list-style-type: none"> -Listening to stories -Retelling stories -Circle time -Language and Vocabulary 	<ul style="list-style-type: none"> -Listening to stories -Retelling stories -Circle time -Language and Vocabulary 	<ul style="list-style-type: none"> -Listening to stories -Retelling stories -Circle time -Language and Vocabulary
Literacy	<p>As part of daily routine and continuous provision:</p> <p>Opportunities for mark making in a wide range of ways. i.e. clipboards outdoors, chinks for paving stones, boards and notepads in the home corner, planning sheets in construction area, greeting cards, home-made books, letter writing, shopping lists, price labels, treasure maps</p> <p>Resources: a range of pencils, crayons, chinks and pens to choose from. Selection of coloured paper, themed paper, envelopes, drawing programmes on large screen</p> <p>Daily: Happy Helper - Someone's name beginning with..... , recognising whose name is picked from pot, writing letters of their name, encouraged to write names on pictures, story times, singing songs and nursery rhymes with actions, developing vocabulary through stories and books.</p>					
	<ul style="list-style-type: none"> -Learning nursery rhymes -Listening to stories -sharing books with adults and talking about the pictures -learning about the different parts of a book, front cover, blurb, title, spine. 	<ul style="list-style-type: none"> -Noticing the shape of their names – e.g. some are longer with lots of letters, some have tall letters etc. -Beginning to recognise own name. -Clap syllables of theirs and their friends' names. -Encouraged to make marks to represent own 	<p>Mother's day pictures and scribed captions.</p> <ul style="list-style-type: none"> -What do we love best about our mummy's? What does mummy do for you? What does mummy like to do? discuss 	<p>-Using non-fiction books to learn about plants and vegetables.</p> <ul style="list-style-type: none"> -Beginning to recognise and name some letters from their own names and their friend's -Pictures to contain more detail. Faces, 	<ul style="list-style-type: none"> -Make up new words to songs and rhymes that they are familiar with. -Can hear and identify rhyming words in stories. 	<ul style="list-style-type: none"> -Matching some sounds to the letters they write -Beginning to write for a purpose using some recognisable letters -Writing some letters correctly

	-Exploring a range of large scale sensory play such as making marks with fingers in shallow trays of sand or cornflour -large brushes with paint or water -recognising familiar logos	name on their creations. Paying special attention to the correct formation of their initial letter. -using emergent writing to make lists or write stories or letters, e.g. Writing letters to Father Christmas and explaining what the marks mean.	-Drawing pictures that are beginning to represent people and events. -Talk about the marks they make or pictures they draw -Forming initial and other letters in their name using correct direction – may need large paper /whiteboards to practice.	fingers, legs and feet.		
Phonological Awareness Phase 1	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. Break words down into phonemes in everyday conversations e.g. “I can see a d-o-g” “Can you get your c-oa-t?” Using documents such as Letters and Sounds and Music Development Matters The activities below are to be used across the year and be revisited to develop a secure phonological awareness to ensure children are ready for their next step – Phonics!					
	Aspect 1 - General sound discrimination – environmental <u>Activities include:</u> -listening walk -drumming on different items outside -comparing the sounds of instruments, -playing a sounds lotto game -making shakers. Aspect 2 – General sound discrimination – instrumental sounds <u>Activities include:</u>	Aspect 3 – General sound discrimination – body percussion Developing children’s awareness of sounds and rhythms. <u>Activities include:</u> -singing songs and action rhymes e.g. -‘Dr knickerbocker knickerbocker number 9’ -If you’re happy and you know it, clap your hands’ -listening to music and developing a sounds vocabulary.	Aspect 4 – Rhythm and rhyme Develop children’s appreciation and experiences of rhythm and rhyme in speech. <u>Activities include:</u> -rhyming stories -rhyming bingo, -rhyming soup -clapping out the syllables in words	Aspect 5 – Alliteration The focus is on initial sounds of words, <u>Activities include:</u> - I-Spy type games -matching objects which begin with the same sound.	Aspect 6 – Voice sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. <u>Activities include:</u> Metal Mike, where children feed pictures of objects into a toy robot’s mouth and the teacher sounds out	Aspect 7 – Oral blending and segmenting In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For

	<ul style="list-style-type: none"> -comparing and matching sound makers -playing instruments alongside a story making loud and quiet sounds. 				<p>the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.</p>	<p>segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.</p>
Maths	<p>As part of daily routine and continuous provision: Daily self-registration (counting how many children are here/absent using 10 frames); counting how many children in key group, recording amounts in a range of ways; holding up fingers to represent amounts; locating matching numeral on number line; open ended natural objects can be used for counting, weighing, comparing, sharing, making patterns; singing number rhymes and songs. Statements below are taken from development matters</p>					
	<ul style="list-style-type: none"> -Compare quantities using language: ‘more than’, ‘fewer than’. -Understand position through words alone -say number names in order up to five -Show ‘finger numbers’ up to 5. -Make comparisons between objects relating to size, length, weight and capacity. E.g. How big is our homemade pumpkin compared to an apple? 	<ul style="list-style-type: none"> -Daily self-registration (counting how many children are here/absent using 5 frames) -Say one number for each item in order: 1,2,3,4,5. -Talk about and identify the patterns around them. E.g. stripes on their socks - Compare quantities using language: ‘more than’, ‘fewer than’. 	<ul style="list-style-type: none"> -Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. -Talk about and explore 2D shapes using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. - Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> -Daily self-registration (counting how many children are here/absent using 5 frames) -Recite numbers past 5 -Extend and create ABAB patterns – stick, leaf, stick, leaf. -Combine shapes to make new ones – an arch, a bigger triangle, two triangles to make a square etc. 	<ul style="list-style-type: none"> -Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). -Talk about and explore 3D shapes, e.g. cuboid, prism, sphere -Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 	<ul style="list-style-type: none"> 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’. Solve real world mathematical problems with numbers up to 5.

Understanding the world	As part of daily routine and continuous provision: Adult's encourage children to figure things out and problem solve, asking open ended questions and facilitating their investigations. Nature play in the woodland – provides opportunities for risk taking, climbing trees, cooking over a campfire, mini beasts, imagination, wellbeing, noticing changes in the seasons Mud kitchen- pots, pans, bowls, natural found objects, water, digging and stirring equipment, recipe cards, clipboards and pencils Allotment – Planting seeds, growing vegetables, observing creatures e.g. worms, slugs, snails, butterflies. Life cycles, healthy eating, weather Yard- wheeled toys, big space to discover speed and distance, construction on a large scale, water play, sand pit					
	-Learning about the classroom -Exploring our senses -Our bodies – naming/labelling parts of the body -Exploring things I can do -Animals – naming a range of different animals -Harvesting vegetables	-What is happening in autumn? -Light and dark -Celebrations Festivals Halloween Bonfire Night Christmas Diwali -Learning safety rules around the campfire	-Exploring ice and cold -Preparing the allotment for planting. What has happened over the winter? -Sowing vegetable seeds indoors, observing growth	-Different environments -Matching animals to their homes -Changes over time: Plants and how they grow -Parts of a flower	-Exploring the woodland area -Did the flowers we grow attract any wildlife? -Which mini beasts are living in our garden?	-Changes over time; How have we changed? Baby Photographs -Life cycle of a butterfly -What self-grown vegetables can we eat? Community Link -Sharing our vegetables /flowers with our neighbours?
Expressive arts and Design	As part of daily routine and continuous provision: Singing rhymes and songs; movement and dance; role play activities; small world play; re-enacting stories using props and story sacks; using imagination to recreate roles and experiences; exploring sounds and instruments; colour mixing; Parachute/lycra/scarves/scrunchie games/songs; playdough modelling; cooking activities; transient art; using senses to explore colour, texture, scents; using tools to create; modelling with a range of materials					
	-Ring games -Exploring different media -Leaf printing -Vegetable printing -Painting with body parts	-Halloween pictures -Firework paintings -Firework songs and instruments -Christmas crafts -Nativity	-Chinese New Year -Sand/snow art -Bubble painting -Exploring instruments and sounds	-Mother's Day cards -Spring/Easter crafts -Painting Easter eggs for hunt -Mother's Day singalong	-Moving to music -Collage pictures -Painting with different media	-Father's Day cards -Transient art – summer treasures
Planning always follows the interests of the children. In addition, we plan for seasonal activities and provide children with opportunities to learn about topics they might not access through their own interests.						

