



Mathematics:

WRM – Subitise to 3 – instantly see how many
Shows an interest in numerals in the environment.
Shows an interest in representing numbers.
Uses some number names and number language spontaneously.
Uses some number names accurately in play.
Shows an interest in shape and space by playing with shapes or making arrangements with objects.
Recites numbers in order to 10.
Shows interest in shapes in the environment

Begin to develop a repertoire of number rhymes and songs i.e 5 little ducks, 1,2,3,4,5 once I caught a fish alive, etc.
 Focus on rich mathematical environment, displays and child initiated activities.
 Focus on numbers personal to children - Birthday balloons, how old am I?
 Provide activities which develop counting skills up to 5, games, songs, counting how many children are in the circle.
 Alternate weekly number/shape focus
 Support with recognising simple shapes in the environment.

Understanding the world:

To have sense of immediate family and relations.
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Can talk about some of the things they have observed such as plants, animals, natural and found objects.
Knows how to operate simple equipment

Visit around the school and immediate EYFS area to gain sense of belonging.
 Small world play, dolls house, people, cars, tractors, diggers, trains.
 Provide stories that help children to make sense of different environments, Owl babies and We're going on a bear hunt.
 Talk about family in Learning Journeys.
 Use CD player independently and develop mouse control on computer. Bee bot maps.

Expressive arts and design:

Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
Joins construction pieces together to build and balance.
Manipulates materials to achieve a planned effect.
Constructs with a purpose in mind, using a variety of resources. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'

Uses available resources to create props to support role-play.
 Makes up rhythms and songs.
 Introduces a storyline or narrative into their play, role-play area and small world.
 Begins to build a repertoire of songs and dances.
 Explores the different sounds of instruments.
 Small world and role play related to books
 Construct using junk modelling-create own house
 Introduce and use mud kitchen
 Large scale creative opportunities outside- role-play.

Literacy:

Enjoys rhyming and rhythmic activities.
Listens to and joins in with stories and poems, one-to-one and also in small groups.
Looks at books independently.
Sometimes gives meaning to marks as they draw and paint.
Ascribes meanings to marks that they see in different places

Working alongside children to develop confidence in emergent mark making especially in role play, mark making table and outside.
 Support with name recognition and letter formation.
 Use favourite stories to develop language and support mark making. **Owl babies**, Room on the Broom, The Gruffalo.
 Introduce new texts such as **Magic Train Ride**.
 Incorporate role-play, storytelling, storytelling actions.
 Focus on meaningful print such as children's names, labels in the provision.
 Introduce Rocket Phonics First Steps once children are settled.

Willow Nursery Class Medium Term Plan

Term 1 2025-2026

Topic: *Who Am I?*

Focus: Transition/ Rules and Routines/ Personal Identity

Communication and Language:

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Uses language to imagine and recreate roles and experiences in play situations.
Introduces a storyline or narrative into their play.
Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
Responds to simple instructions, e.g. to get or put away an object

Supporting children in developing listening & attention skills.
 Opportunities for children to talk with adults on one-to-one and small group basis.
 Daily story/rhyme sessions to encourage increasing attention and recall. Include Julia Donaldson stories, **Owl Babies**, Magic Train Ride.
 Regular Phase 1 activities to develop phonological awareness to include rhythm and rhyme.
 WELLCOMM assessments to be carried out and groups developed to support targeted children with communication needs.

Personal, social and emotion development:

Growing ability to distract self when upset, e.g. by engaging in a new play activity
Separates from main carer with support and encouragement from a familiar adult
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
Expresses own preferences and interests. Can select and use activities and resources with help.
Confident to talk to other children when playing, and will communicate freely about own home and community

Developing independence in using the provision Focus on self-help skills: dressing, undressing, using the toilet etc – Outdoor wellies
 Establish routines for children – snack, carpet time, free play.
 Tidy up lists. 5 minute warning prior to tidy up indoors and outdoors.
 Helping children and parents to make friends.
 Develop understanding of own immediate family-who lives in your house?
 Develop a sense of belonging to a new class with new rules and routines.

SCARF – **Me and My Relationships**

Physical development:

Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
Holds pencil near point between first two fingers and thumb and uses it with good control.
Can copy some letters, e.g. letters from their name.
Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

Provide lots of opportunities for large, physical movement, e.g. wheeled toys, balancing equipment, large construction equipment, bikes and trikes.
 Provide physical activities which will support children's friendships / co-operation skills, e.g. throwing & kicking balls to each other.
 Working alongside children to develop tool use, eg: spreaders, scissors.
 Activities to develop and strengthen hand muscles and fine motor skills, dough gym.
 Plan mark making activities to engage boys.