

Nursery Medium Term Plan-Autumn 1 - Colours

PD Day Monday 1st and Tuesday 2nd September Wednesday 3rd September 2025 - Friday 24th October 2025

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--------------------------------------|--|--|--|--|--|--|
| PSED | Expectations, Being Kind Class and school expectations Bee Rules Sharing Developing their sense of responsibilities and membership of a community Increasingly follow rules, understanding why they are important | | Keeping Safe Tidying up and putting toys away Play with one or more other children, extending and elaborating play ideas Developing their sense of responsibilities and membership of a community | | Being Responsible Healthy snacks/Lunch Washing hands Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. | |
| Communication and Language, Literacy | Favourite Colours 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. | Colours Start a conversation with an adult or a friend and continue it for many turns | Mixing Colours Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” | Brown Bear, Brown Bear what do you see? Enjoy listening to longer stories and can remember much of what happens. Engage in extended conversations about stories, learning new vocabulary | Brown Bear, Brown Bear what do you see? Use longer sentences of four to six words. 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 | Brown Bear, Brown Bear what do you see? Know many rhymes, be able to talk about familiar books, and be able to tell a long story. |
| Phonics Little Wandle phase 1 | Rhyme time Wind the bobbin up Love of reading Hello friend | | Rhyme time Baa Baa black sheep Love of reading Hello Friend Car, car, truck jeep | | Rhyme time The Wheels on the bus Love of reading Car, car, truck jeep | |
| Maths White Rose Maths | Colours EAD 3 – 4 Year Olds: Explore colour and colour mixing | | Matching Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: ‘bigger/little/small’ Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat | | Sorting Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: ‘bigger/little/small’ | |
| Rhyme area | Five little ducks Say one number for each item in order: 1,2,3,4,5 Show ‘finger numbers’ up to 5 Develop fast recognition of up to 3 objects. without having to count them individually (‘subitising’). | | | | | |

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| <div>Expressive Arts and Design</div> <div>Role play</div> <div>Using media</div> | <div>Role play</div> <div>Take part in simple pretend play, using an object to represent something else even though they are not similar</div> | | | | | |
| | Simple painting and drawing activities | Colour themed activities | Colour mixing activities | Animal themed activities | Using materials to make own pictures | Favourite animal ideas |
| | <div>Explore colour and colour-mixing.</div> <div>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</div> <div>Develop their own ideas and then decide which materials to use to express them.</div> | | | | | |
| | Use all their senses in hands-on exploration of natural materials. | Explore collections of materials with similar and/or different properties. | Explore collections of materials with similar and/or different properties. | Talk about what they see, using a wide vocabulary. | Talk about what they see, using a wide vocabulary. | Talk about the differences between materials and changes they notice |
| <div>Physical Development</div> | <div>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.</div> <div>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.</div> <div>Show a preference for a dominant hand.</div> <div>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</div> | | | | | |