

Nursery Medium Term Plan-Summer 1 - Once Upon a Rhyme

Monday 13th April 2026 - Thursday 21st May 2026

	Week 1	Week 2	Week 3	Week 4 4 days	Week 5	Week 6 4 days
PSED	Being Kind Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.		Keeping Safe Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. 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		Being Responsible 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. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Develop their sense of responsibility and membership of a community	
Communication and Language, Literacy	Incy Wincy Spider <ul style="list-style-type: none"> Use a wider range of vocabulary. Use longer sentences of four to six words 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 some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately	Jack and Jill Engage in extended conversations about stories, learning new 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 Understand a question or instruction that has two parts. 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 Write some letters accurately	Humpty Dumpty Enjoy listening to longer stories and can remember much of what happens Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	The Grand Old Duke of York Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Write some or all of their name.	Mary had a little lamb Know many rhymes, be able to talk about familiar books, and be able to tell a long story Use longer sentences of four to six words Write some letters accurately 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	1 2 3 4 5 Once I caught a fish alive Sing a large repertoire of songs. Use longer sentences of four to six words Know many rhymes, be able to talk about familiar books, and be able to tell a long story Write some letters accurately
Phonics	Rhyme time Incy Wincy Spider	Rhyme time Jack and Jill		Rhyme time The Grand Old Duke of York		Rhyme time 1 2 3 4 5 Once I caught a fish alive
Little Wandle phase 1	Love of reading Where's Lenny					
	Phoneme f	Phoneme l	Phoneme j	Phoneme v	Phoneme w	Phoneme y

<p>Maths White Rose Maths</p>	<p>Sequencing</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Positional language</p> <p>Understand position through words alone for example, "The bag is under the table," with no pointing.</p>	<p>More than/fewer</p> <p>Compare quantities using language: 'more than', 'fewer than'</p>	<p>2d shape</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p>	<p>3d shape</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p>	<p>Consolidation</p>
<p>Expressive Arts and Design</p> <p>Role play</p>	<p style="text-align: center;">Role play</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know</p>					
<p>Using media</p>	<p>Explore colour and colour-mixing.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Remember and sing entire songs.</p>					
<p>Understanding the World</p>	<p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p>					
<p>Physical Development</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>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.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>					