

Nursery Medium Term Plan-Spring ...and beyond

Tuesday 6th January 2026 - Friday 13th February 2026

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|--|---|--|---|--|
| PSED | Being Kind Play with one or more other children, extending and elaborating play ideas. 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. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. | |
| Communication and Language, Literacy | Look There's a Rocket • Use a wider range of vocabulary. Use longer sentences of four to six words Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 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. | Look There's a Rocket 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 | Look There's a Rocket Enjoy listening to longer stories and can remember much of what happens 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. | Peekaboo space 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 | Peekaboo space Use longer sentences of four to six words Engage in extended conversations about stories, learning new vocabulary Write some letters accurately | Peekaboo space Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 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 |
| Phonics Little Wandle phase 1 | Rhyme time Hey Diddle Diddle Love of reading All through the night | | Rhyme time Twinkle Twinkle Little Star Love of reading All through the night Monster clothes | | Rhyme time Ring a ring a roses Love of reading Monster clothes | |
| Maths White Rose Maths | Phoneme m | Phoneme d | Phoneme g | Phoneme o | Phoneme c | Phoneme k |
| | Number 3 Subitising | Number 3 3 Little pigs 1:1 counting Numerals/Triangles | Number 4 1:1 counting Numerals Squares/rectangles | Number 4 Composition of 4 | Number 5 1:1 counting Numerals Pentagon | Number 5 Composition of 5 |

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| Rhyme area | <p style="text-align: center;">Five Little men in a flying saucer</p> <p>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').</p> | | | | | |
| Expressive Arts and Design | <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> | | | | | |
| Role play | <p>Explore colour and colour-mixing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Remember and sing entire songs.</p> | | | | | |
| Using media | <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Show interest in different occupations.</p> | | | | | |
| Understanding the World | <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 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. 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. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> | | | | | |