

Nursery Medium Term Plan-Autumn 1 - Colours

Monday 7th September 2026 - Friday 23rd October 2026

	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’).					

Expressive Arts and Design Role play Using media	Role play Take part in simple pretend play, using an object to represent something else even though they are not similar					
	Simple painting and drawing activities	Colour themed activities	Colour mixing activities	Animal themed activities	Using materials to make own pictures	Favourite animal ideas
	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.					
Understanding the World	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
Physical Development	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. 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.					