

Nursery Medium Term Plan-Autumn 1 - Colours

Monday 10th November 2025 - Friday 19th December 2025

	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.		Keeping Safe Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind 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	Dear Zoo <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens Use a wider range of vocabulary. 	Dear Zoo 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.	We're going on a bear hunt Enjoy listening to longer stories and can remember much of what happens 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	We're going on a bear hunt 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	Dear Santa Use longer sentences of four to six words Engage in extended conversations about stories, learning new vocabulary.	Dear Santa 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
Phonics Little Wandle phase 1	Rhyme time Row row row your boat Love of reading Amazing		Rhyme time Round and round the garden Love of reading Amazing Would you rather		Rhyme time Pat a cake, Pat a cake Love of reading Would you rather	
	Phoneme s	Phoneme a	Phoneme t	Phoneme p	Phoneme i	Phoneme n
Maths White Rose Maths	Number 1 <ul style="list-style-type: none"> Subitising Counting Numeral 	Number 2 Subitising dice pattern Subitising random pattern Subitising – different sizes	Number 2 Counting Numeral Numeral	Pattern <ul style="list-style-type: none"> Extend AB Colour patterns Extend AB Outdoor Patterns AB Movement Patterns 	<ul style="list-style-type: none"> Fix my Pattern Extend ABC Colour patterns Extend ABC Outdoor Patterns 	Consolidation Activities - Winter activity week
Rhyme area	Five little dragons 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					
	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.					
Understanding the World	Use all their senses in hands-on exploration of natural materials.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about the differences between materials and changes they notice.	Talk about what they see, using a wide vocabulary.	Begin to make sense of their own life-story and family’s history
Physical Development	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.					