

**Early Years Foundation Stage**  
**Nursery Medium Term Planning 2024-2025**

**Nursery - Humpty & Friends - Explorers 1**

<b>Literary Texts</b>	<b>Rhyme Time</b>	<b>Celebrations</b>
<ul style="list-style-type: none"> <li>• Humpty Dumpty</li> <li>• Mary, Mary Quite Contrary -</li> <li>• Old MacDonald</li> </ul>	<ul style="list-style-type: none"> <li>• Humpty Dumpty</li> <li>• Miss Molly had a Dolly</li> <li>• Little Bo Peep</li> </ul>	<p>How did we get here?</p> <ul style="list-style-type: none"> <li>• Big School Bird's Watch</li> <li>• Lohri Festival</li> <li>• Save Energy</li> <li>• Chinese New Year</li> <li>• Number Day</li> <li>• Valentines Day</li> </ul>
<b>British Values</b>	<b>Enrichment Opportunity</b>	<b>Parental Engagement</b>
<p><b>Rule of law.</b></p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary</p>	<ul style="list-style-type: none"> <li>• Nurse visit</li> <li>• Colham catering workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Carer read and relax sessions</li> <li>• Parent/Carers independent reading sessions</li> <li>• Oral Health Information session for January starters</li> <li>• Toileting workshops</li> </ul>

Area of Learning	Planned Teaching & Learning Approaches, Possible Activities and Intended Outcomes	Key Vocabulary
Communication and Language	Bucket Time Let's Communicate - Understanding Language	<b>Understanding Language</b> Here, there, sit, stand, come, go, reach, touch, up, down, in, out, stop, wait,
Personal, Social, Emotional Development	<p style="text-align: center;"><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Make Your Choice</li> <li>- Well Done</li> <li>- The Pantomime</li> <li>- A Waiting Game</li> </ul>	<p style="text-align: center;"><b>Self-Regulation</b></p> Yes, no, stop, start, wait, sit, eyes, ears, mouths, hands, feet, look, listen, breath, feel, choice, choose
Physical Development	<p><b>Gross Motor:</b></p> Fundamentals : Unit 1  <p><b>Fine Motor:</b></p> Funky Fingers activities & support scissor exploration	<p style="text-align: center;"><u>Fine Motor:</u></p> Hand, fingers, touch, feel, push, pull, grip, press, pinch, twist, stretch, cut, snip, open, close, thread, buttons, zipping,  <p style="text-align: center;"><u>Gross Motor: Fundamentals Unit 1</u></p> Balance, jump, space, bend, land, stop, direction, run, travel, hop, safe
Literacy	Rhyme Time Use phrases and words form key stories through role play Express preferred books and stories Daily Phonics  <b>Main writing outcome:</b>	<p style="text-align: center;"><b><u>Humpty Dumpty</u></b></p> Humpty Dumpty, kings horses, kings men, wall, fall,  <p style="text-align: center;"><b><u>Mary, Mary, Quite contrary</u></b></p> Mary, garden, grow, silver, bells cockle shells, maids

	<p>- Mat man</p> <p>Story time</p> <p><b>Comprehension</b></p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Listen to stories and sometimes join in with key words and phrases</p> <p>Understand that Print has meaning:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul>	<p><b><u>Old MacDonald</u></b></p> <p>he, had, farm, horse, cow, sheep, pig, duck, chicken</p> <p>Book, story, listen, talk, front cover, page, pictures, turn, back cover, title, story map, sequence, print, meaning, sounds, label, start/beginning, middle, end, rhyme, setting,</p>
<p><b>Mathematics</b></p>	<p>Show me 1,2,3 (2 weeks)</p> <p>Move and label 1,2,3 (2 weeks)</p> <p>Explore position and routes (2 weeks)</p>	<p><u>Show me 1,2,3</u>: one, two, three, count, how many?, too many, not enough, show, fives frame</p> <p><u>Move and label 1,2,3</u>: one, two, three, count, how many?, too many, not enough, show, fives frame, match, label</p> <p><u>Explore position and routes</u>: position over, under above, below top, bottom, side on, in outside, inside around in front, behind, direction, up, down, around</p>
<p><b>Understanding the World</b></p>	<p>Materials and Forces</p> <p>Materials and changes they notice</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p><b><u>The Natural World</u></b></p> <p>forces, push, pull, noisy, move, float, batteries, equipment. camera, photograph</p> <p><b><u>People, Culture and Communities</u></b></p>

	<p>Understanding the past: storytelling</p> <p>Own life story and family history</p> <p><b>Technology:</b> Continuation of engaging with ICT in the setting; using toys with increased control and skill.</p>	<p>_rhymes, character, friends, sing, humpty dumpty, wall, bricks, garden, shells, grow, frog, pond, lillipad.</p> <p>food,meal, breakfast, lunch, dinner, healthy, unhealthy, fruit, vegetables, hot, cold, cooking, chef, kitchen, teeth, clean</p> <p><u>Past and Present</u></p> <p>today, yesterday, now, then, when,, old, new, baby, child, adult, family, history, future, photograph</p>
<p>Expressive Arts and Design</p>	<p><b>Being imaginative and expressive</b></p> <p>Show different emotions in their drawings and paintings.</p> <p>Use shapes to represent objects, collage.</p> <p>Explore instruments and repeated rhythms.</p> <p>Karaoke Time and Rhyme Time</p> <p><b>Creating with Materials:</b></p> <p>Build Humpty's wall.</p> <p>Create a vegetable patch.</p> <p>Design a pond</p> <p>Explore different foods</p> <p>Design a basket for Handa's fruit</p>	<p><u>Creating with materials</u></p> <p>Light Dark Bright, Dull Colourful, Thin Thick, Strong Soft Hard, Colour, draw, texture, construction, materials, build, bricks, balance, mix, tools, join, cut, scissors, glue, construct, make, create, design, cook, the five senses, design</p> <p><u>Being imaginative and expressive</u></p> <p>listen, perform, song, music, pitch, high, low, voice, pulse, instruments</p>

<p style="text-align: center;">Nursery</p> <p style="text-align: center;">LMTW Theme: Humpty and Friends</p> <p style="text-align: center;">2 ½ weeks</p>			
Week 1	<b>We are learning to</b> engage in extended conversations about stories, learning new vocabulary.	<b>We are learning to</b> listen to stories and sometimes join in with key words and phrases	<b>We are learning to</b> understand that Print has meaning: <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> </ul>
Week 2	<b>We are learning to</b> engage in extended conversations about stories, learning new vocabulary.	<b>We are learning to</b> listen to stories and sometimes join in with key words and phrases	<b>We are learning to</b> understand that Print has meaning: <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> </ul>
Week 3	<b>We are learning to</b> engage in extended conversations about stories, learning new vocabulary.	<b>We are learning to</b> listen to stories and sometimes join in with key words and phrases	<b>We are learning to</b> understand that Print has meaning: <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> </ul>

**Maths Medium Term Plan WALTs**

<p style="text-align: center;">Nursery</p> <p style="text-align: center;">LMTW Theme: Humpty and Friends</p> <p style="text-align: center;">2 ½ weeks</p>		
Week 1	<b>We are learning to</b> show me 1,2,3.	<b>We are learning to</b> show me 1,2,3.

Week 2	<b>We are learning to</b> show me 1,2,3.	<b>We are learning to</b> show me 1,2,3.
Week 3	<b>We are learning to</b> move and label 1,2,3.	<b>We are learning to</b> move and label 1,2,3.