



Cubs Nursery – Medium Term Planning



Communication and Language

*Watch someone's face as they talk *Recognise and are calmed by a familiar and friendly voice *Copy gestures and words *Babble, using sounds like 'baba', 'mamama' Babble and use single words during play *Uses gestures like waving and pointing to communicate *Listen and responds to simple instructions. *Pay attention to dominant stimulus, easily distracted by noises or other people talking *Understanding of single words in context is developing

PSED

*Find ways to calm themselves, through being calmed and comforted by their key person *Find ways of managing transitions, for example from their parent to their key worker *Play with increasing confidence on their own and with other children, knowing their key person is nearby and available *Engage others through gestures, gaze, and talk, then being able to use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink *Cooperates with caregiving experiences such as dressing *Responds to their name.

Physical Development (Continuous provision)

INDOOR

*Clap and stamp to music. *Fit themselves into spaces *Pass things from one hand to the other. Let go of things and hand them to another person or drops them.
*Pushes, pulls, lifts and carries objects, moving them around and placing with intent *Enjoys the sensory experiences of making marks in damp sand, water, paste or paint *Show's interest, dances and sings to music rhymes and songs, imitating movements of others.

OUTDOOR:

*Gradually gain control of their whole body through continual practice or large movements, such as waving, kicking, rolling, crawling and walking *Starts to throw and release objects overarm *Changes position from standing to squatting and sitting with little effort.

Literacy

*Enjoys songs and rhymes, tuning in and paying attention *Copy finger movements and other gestures *Enjoy sharing books with an adult *Responds to sounds in the environment such as cars, sirens and birds *Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments *Enjoy drawing freely

Objectives Autumn Term 1 Colours and Nursery Rhymes

Mathematics

*Combine objects like stacking blocks and cups. Puts objects inside others and take them out again * Looks for things which have moves out of sight * Explores space around them and engages with position and direction, such as pointing to where they would like to go *Attempts, sometimes successfully, to match shapes with spaces on inset puzzles *Build with a range of resources

Understanding the World

*Explore materials with different properties *Explores natural materials, indoors and outside *Knows things are used for in a different way eg a ball for rolling or throwing, a toy car for pushing.

Expressive Arts and Design

*Start to make marks intentionally *Explore paint, using fingers and other parts of the body as well as brushes and other tools *Experiment with a range of media, tools, materials, sound and whole-body movement through multi-sensory exploration *Show attention to sound and music *Explore their voices and enjoy making sounds *Anticipate phrases and actions in rhymes and songs, like 'Peepo'.

These objectives have been selected from the EYFS Developmental Matters, the Birth to 5 Matters documents and are focused on what our children need to reach their next steps in learning. Our knowledge, skills and vocabulary/oracy progression overviews closely link to these plans and can be found in each subject area on the website.



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Communication and Language

- * Constantly babble and use single words during play.
- * Uses sounds in play e.g. brrrrm for car
- * Understand frequently used words such as 'all gone' 'bye bye'
- * Understand simple instructions like 'give to mummy' or 'stop'
- * Responds to simple questions when in a familiar context e.g. – 'where's mummy?' 'where's your nose?'
- * Generally, focus on activities of their own choice and find it difficult to be directed by adults
- * Moves whole body to sounds they enjoy, such as music or a regular beat
- * Pays attention to dominant stimulus, easily distracted by noises or other people talking.

Literacy

- * Enjoys songs and rhymes, tuning in and paying attention.
- * Say some of the words in songs and rhymes.
- * Copy finger movements and other gestures.
- * Enjoy sharing books with an adult .
- * Handles books with interest.
- * Pay attention and responds to the pictures or the words
- * Responds to sounds in the environment such as cars, sirens & birds.
- * Enjoy drawing freely.
- * Add some marks to their drawings, which they give meanings to.

Mathematics

- * Combine objects like stacking blocks and cups. Puts objects inside others and take them out again.
- * Shows an interest in emptying containers.
- * Take part in finger rhymes with numbers
- * Counting like behaviour, such as making sounds, pointing, or saying some numbers in sequence.
- * Climbs and squeezes selves into different types of spaces
- * Complete insert puzzles
- * Build with a range of resources.
- * Gets to know and enjoy daily routine.

PSED

- * Play with increasing confidence on their own and with other children, knowing their key person is nearby and available.
- * Begin to establish their sense of self.
- * Responds to their own name & enjoys finding own nose, eyes etc
- * Engage others through gestures, gaze, and talk, then being able to use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- * Builds relationships with special people
- * Is aware and interested in their own and others' physical characteristics, pointing to and naming features such as nose, hair and eyes.

Objectives Autumn Term 2 All about me.

Understanding the World

- * Repeat actions that have an effect.
- * Explore materials with different properties.
- * Explore natural materials, indoors and outside.
- * Anticipates repeated sounds, sights & actions.
- * Recognises key people in their lives.

Physical Development (Continuous provision)

INDOOR:

- * Clap and stamp to music.
- * Fit themselves into spaces
- * Build independently with a range of resources.
- * Develop manipulation and control.
- * Manipulates objects using hands singly & together, such as squeezing
- * Build independently with a range of resources

OUTDOOR:

- * Gain control of their whole body through continual practice or large movements, such as waving, kicking, rolling, crawling and walking.
 - * Sit on push along wheeled toy.
- #### SELF-CARE
- * Try a wide range of foods with different tastes and textures.
 - * Starts to communicate regarding urination and bowel movement.
 - * Enjoys hugs and cuddles and seeks comfort from key worker.

Expressive Arts and Design

- * Explore paint, using fingers and other parts of the body as well as brushes and other tools
- * Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- * Show attention to sound and music
- * Move and dance to music
- * Respond emotionally and physically to music when it changes
- * Explore their voices and enjoy making sounds.
- * Join in with songs and rhymes, making some sounds.



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Communication and Language

*Copy what adults do, taking turns in conversations *Copy gestures and words *Babble and use single words during play *Uses gestures like waving and pointing to communicate *Copies familiar expressions e.g. 'oh dear' *Reach or point to something they want while making sounds *Listen and responds to simple instructions. *Understand single words in context' *Understand frequently used words such as 'all gone' 'bye bye' *Understands different situations – able to follow routine events and activities using nonverbal cues*Enjoy singing, music and toys that make sounds.

Literacy

*Enjoys songs and rhymes, tuning in and paying attention *Copy finger movements and other gestures *Enjoy sharing books with an adult *Pay attention and responds to the pictures or the words *Repeats words and phrases from familiar stories. * Enjoy drawing freely *Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences,

Mathematics

*Combine objects like stacking blocks and cups. Puts objects inside others and take them out again *Take part in finger rhymes with numbers *Counting like behaviour, such as making sounds, pointing, or saying some numbers in sequence. *Climbs and squeezes selves into different types of spaces *Complete insert puzzles *Build with a range of resources *Initiates and continues repeated actions

PSED

*Find ways of managing transitions from parent to key person*Begin to establish their sense of self. *Engage others through gestures, gaze, and talk, then being able to use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink *Builds relationships with special people *Closely watches other's body language to begin to understand their intentions and meanings.

Spring 3
Winter & Dinosaurs

Understanding the World

*Explore materials with different properties *Explores natural materials, indoors and outside *Enjoys stories about people and nature

Physical Development (Continuous provision)

INDOOR:

*Clap and stamp to music. *Fit themselves into spaces *Build independently with a range of resources * Develop manipulation and control *Explore different materials and tools.

*Develop manipulation and control *Start to use the stairs independently.

OUTDOOR:

*Gain control of their whole body through continual practice or large movements, such as waving, kicking, rolling, crawling and walking *Walk, run, jump and climb *Sit on a push along wheeled toy *Enjoy starting to kick, throw and catch balls.

SELF-CARE:

*Try a wide range of foods with different tastes and textures *Starts to communicate regarding urination and bowel movement.

Expressive Arts and Design

*Start to make marks intentionally *Explore paint, using fingers and other parts of the body as well as brushes and other tools *Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

*Show attention to sound and music *Anticipate phrases and actions in rhymes and songs *Explore their voices and enjoy making sounds *Joins in with songs and rhymes, making some sounds *Respond emotionally and physically to music when it changes *Mirrors and improvises actions they have observed, eg clapping or waving.



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Communication and Language

*Understands single words in context * Understands different situations, able to follow routine events * Understands simple sentences *Copy gestures and words * Beginning to ask simple questions * Beginning to talk about people and things that are not present *Generally focus on activity of their own choice and find it difficult to be directed by an adult * Listen to people's talk with interest, but can be easily distracted *Enjoys rhymes and demonstrates listening by trying to join in with the actions or vocalisations* Make themselves understood, and can become frustrated when they cannot *Start to develop conversation, often jumping from topic to topic * Listen to simple stories and understands what is happening, with the help of the pictures.

Literacy

*Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo *Say some of the words in songs and rhymes *Begins to join in with actions and sounds in familiar song and book sharing experiences *Repeats words and phrases from familiar stories *Develop play around favourite stories using props.
* Enjoy drawing freely *Begin to understand the cause and effect of their actions in mark making *Add marks to their drawings *Make marks on their picture to stand for their name.

Mathematics

*Take part in finger rhymes with numbers *Count in everyday context, sometimes skipping numbers *React to changes of amounts in a group of up to 3 items *Compares amounts, saying 'lots', 'more' or 'same' *Uses number words like one or two and can sometimes give you one or two items*Climbs and squeezes selves into different types of spaces *Complete insert puzzles *Build with a range of resources and can create simple structures and arrangements *Become familiar with patterns in daily routines *Joins in with and predicts what comes next in a story or rhyme *Explores capacity by selecting, filling and emptying containers.

PSED

*Thrive as they develop self-assurance *Feel confident when taken out of nursery and enjoy exploring new places with their key person *Grow in independence, rejecting help *Develops friendships with other children *Enjoys playing alone and alongside others, is interested in being together and playing with them *Asserts their own ideas and preferences * Is aware and interested in their own and others physical characteristics * Begins to use me and I in their talk, showing an awareness of their social identity of gender *Expresses positive and negative feelings through actions, behaviour and a few words *Begin to show effortful control *Develop friendships with other children.

Physical Development (Continuous provision)

INDOOR:

*Fit themselves into spaces *Build independently with a range of resources
*When holding crayons, chalks etc, makes connections between their movements and their marks * Develop manipulation and control *Explore different materials and tools

SELF – CARE:

*Develops own likes and dislikes in food and drink, willing to try new food textures and tastes *Clearly communicates wet or soiled nappy, showing awareness of bladder and bowel urges *Use large and small motor skills to do things independently, for example manage zips and pour drinks.

OUTDOOR:

*Gain control of their whole body through continual practice or large movements, such as waving, kicking, rolling, crawling and walking *Walk, run, jump and climb *Use a scooter or ride a tricycle *Enjoy starting to kick, throw and catch balls *

Spring 4
New life, Spring

Understanding the World

*Explore natural materials indoors and outside *Is curious and interested to explore new and familiar experiences in nature; grass, mud, puddles, plants and animal life *Explore materials with different properties*Enjoys stories about people and nature*Enjoys playing with small world *Anticipates repeated sounds, sights and actions when playing with ICT toys.

Expressive Arts and Design

*Notices and becomes interested in the transformative effect of their actions on materials and resources *Use their imagination as they consider what they can do with different materials *Move and dance to music *Respond emotionally and physically to music when it changes*Make rhythmical and repetitive sounds * Enjoy and take part in action songs.
*Start to develop pretend play, pretending that one object represents another.



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Communication and Language

*Listen and respond to a simple instruction *Recognise and point to object if asked about them *Listen to other people's talk with interest * Make themselves understood and can become frustrated when they cannot
 *Start to say how they are feeling, using words as well as actions *Listens to and enjoys rhythmic patterns in rhymes and stories *Listen to simple stories and understands what is happening *Beginning to ask simple questions * Beginning to talk about people and things that are not present
 *Start to develop conversations.

Literacy

*Enjoy sharing books with an adult *Ask questions about the book. Make comments and shares their own ideas *Develops play around favourite stories using props.
 * Enjoy drawing freely *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo *Add some marks to their drawings, which they give meaning to *Make marks on their picture to stand for their name *Enjoys the sensory experience of making marks.

Mathematics

*Count in everyday contexts, sometimes skipping numbers- 1,2,3,5
 *React to changes of amount in a group of up to three items
 *Compare amounts, saying lots, more or same *Can respond accurately when asked to give one or two things *Build with a range of resources *Uses blocks to create simple structures and arrangements *Beginning to arrange items in their own patterns
 *Shows interest in size and weight *Explores capacity by selecting, filling and emptying.

PSED

*Thrive as they develop self-assurance *Feel strong enough to express a range of emotions *Begin to show effortful control. For example, waiting for a turn *Enjoys playing alone and alongside others and is interested in being together and playing with other children *Asserts their own ideas *Begins to use me, you and I in their talk and show awareness of their social identity of gender, ethnicity, and ability *Is aware of others feelings

Physical Development (Continuous provision)

INDOOR:

*Use large and small motor skills to do things independently
 *Develop manipulation and control *Explore different materials and tools *Turns pages in a book *When holding crayons, makes connections between their movements and the marks they make

OUTDOOR:

*Walk, run, jump and climb on different levels and surfaces
 *Use a scooter or ride a tricycle *Understands and chooses different ways of moving.

SELF-CARE:

*Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress *Helps with care routines such as hand washing and teeth cleaning *Clearly communicates wet or soiled nappy or pants, showing awareness of bladder and bowel urges.

Summer 5 Transport

Understanding the World

*Explore materials with different properties *Explore natural materials, indoors and outside *Explores objects by linking together different approaches – pulling and pushing, floating and sinking.
 *Anticipates repeated sounds, sights and actions *Shows interest in toys with buttons, flaps and simple mechanisms and begins to operate them.

Expressive Arts and Design

*Respond emotionally and physically to music when it changes *Moves and dances to music * Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments *Make rhythmical and repetitive sounds *Enjoy and take part in action songs *Start to develop pretend play, pretending that one object represents another, especially when objects have characteristics in common
 *Express ideas and feelings through mark making, sometimes giving meanings to the marks they make.



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Communication and Language

*Listen to other people's talk with interest * Make themselves understood and can become frustrated when they cannot *Start to say how they are feeling, using words as well as actions *Listens to and enjoys rhythmic patterns in rhymes and stories *Listen to simple stories and understands what is happening *Understand and act on longer sentences like 'find your coat'*Understand simple questions about 'who' 'what' and 'where'*Beginning to ask simple questions * Beginning to talk about people and things that are not present *Start to develop conversations *Use multi-syllabic words*Develop pretend play

PSED

*Be increasingly able to talk about and manage their emotions *Begin to show effortful control. For example, waiting for a turn *Asserts their own ideas *Begins to use me, you and I in their talk and show awareness of their social identity of gender, ethnicity, and ability *Is aware of others feelings *Shows their growing sense of self through asserting their likes and dislikes *Safely explore emotions beyond their normal range through play and stories *Are talking about their feelings in more elaborate ways "I'm sad because..." * Learn to use the toilet with help or independently.

Physical Development (Continuous provision)

INDOOR:

*Use large and small motor skills to do things independently *Develop manipulation and control *Explore different materials and tools *Turns pages in a book *When holding crayons, makes connections between their movements and the marks they make *May be beginning to show preference for dominant hand/foot/leg.

OUTDOOR:

*Walk, run, jump and climb on different levels and surfaces *Use a scooter or ride a tricycle *Understands and chooses different ways of moving.

SELF-CARE:

*Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress *Helps with care routines such as hand washing and teeth cleaning *Begins to recognise danger and seeks the support and comfort from significant adults.

Literacy

*Enjoy sharing books with an adult *Ask questions about the book. Make comments and shares their own ideas *Develops play around favourite stories using props.
* Enjoy drawing freely*Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo *Add some marks to their drawings, which they give meaning to *Make marks on their picture to stand for their name *Knows that the marks they make are of value

Summer 6 Wild Animals

Mathematics

*Count in everyday contexts, sometimes skipping numbers- 1,2,3,5
*React to changes of amount in a group of up to three items
*Compare amounts, saying lots, more or same *Can respond accurately when asked to give one or two things *Build with a range of resources *Uses blocks to create simple structures and arrangements *Notice patterns and arrange things in patterns*Shows interest in size and weight *Explores capacity by selecting, filling and emptying.

Understanding the World

*Explore materials with different properties *Explore natural materials, indoors and outside *Is curious and interested to explore new and familiar experiences in nature; grass, mud, puddles, plants and animal life *Enjoys stories about people and nature.
*Anticipates repeated sounds, sights, and actions *Shows interest in toys with buttons, flaps and simple mechanisms and begins to operate them.

Expressive Arts and Design

*Respond emotionally and physically to music when it changes *Moves and dances to music * Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments *Make rhythmical and repetitive sounds *Enjoy and take part in action songs *Start to develop pretend play, pretending that one object represents another, especially when objects have characteristics in common *Express ideas and feelings through mark making, sometimes giving meanings to the marks they make *Make simple models which express their ideas.



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