

Spring 2022: Nursery Medium Term Plan – 3-4 year olds. Topic: Once Upon a Time and Dangerous Dinosaurs (Plans will also reflect children's interests)

Characteristics of effective learning		
<b>Playing and Exploring:</b> <ul style="list-style-type: none"> <li>• developing curiosity and using senses in exploration</li> <li>• showing a "can do" attitude</li> <li>• seeking challenge within new experiences</li> </ul>	<b>Active Learning:</b> <ul style="list-style-type: none"> <li>• showing high levels of energy and fascination</li> <li>• persisting when challenged and not being distracted</li> <li>• showing satisfaction and pride when successful.</li> </ul>	<b>Creating and Thinking Critically:</b> <ul style="list-style-type: none"> <li>• having their own ideas</li> <li>• solving problems and making predictions</li> <li>• finding new ways to do things</li> </ul>
<b>Communication and Language:</b> <p>Children aged 3-4 will be learning to:</p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and remember much of what happens</li> <li>• Use a wider range of vocabulary</li> <li>• Understand 'why' questions</li> <li>• Know many rhymes and be able to talk about a familiar story</li> <li>• Develop their communication with more regular tenses used</li> <li>• Use longer sentences of 4-6 words</li> <li>• Be able to express a point of view with words and debate whether they agree or disagree with an adult or friend</li> <li>• Start a conversation with an adult or a friend and continue it</li> <li>• Use talk to organise themselves and their play</li> <li>• <i>Use sentences with joined up words</i></li> </ul>	<b>Physical Development:</b> <p>Children aged 3-4 will be learning to:</p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding wheeled toys and ball skills</li> <li>• Skip, hop stand on 1 leg holding a pose</li> <li>• Take part in group activities such as team games and begin to make some up</li> <li>• Use patterns of movements related to music and rhythm</li> <li>• Collaborate with others to manage larger items</li> <li>• Use 1 handed tools for example scissors to snip paper</li> <li>• Use a comfortable grip with good control when holding pens</li> <li>• Show a preference for a dominant hand</li> <li>• Be increasingly independent in getting dressed/undressed - especially with coats</li> <li>• Be increasingly independent in meeting their own care needs including washing hands and using the toilet</li> <li>• <i>Be reliably dry</i></li> </ul>	<b>Personal, Social and Emotional Development:</b> <p>Children aged 3-4 will be learning to:</p> <ul style="list-style-type: none"> <li>• Select and use resources, with help when needed</li> <li>• Develop their sense of responsibility and membership of a community</li> <li>• Become more outgoing with unfamiliar people</li> <li>• Play with 1 or more children, extending and elaborating play ideas</li> <li>• Help to find solutions to conflicts and talk with others to solve conflicts</li> <li>• Increasingly follow rules, understanding why they are important</li> <li>• Develop appropriate ways of being assertive</li> <li>• Talk about their own feelings and begin to understand how others might be feeling</li> <li>• <i>Take part in pretend play and assume different roles</i></li> </ul>
<b>Literacy:</b> <p>Children aged 3-4 will be learning to:</p> <ul style="list-style-type: none"> <li>• Understand that print has meaning and that we read English text from left to right</li> <li>• Spot and suggest rhymes</li> <li>• Count/clap syllables in words</li> <li>• Use some print in their early writing</li> <li>• Recognise words with the same initial sound</li> <li>• Write some of their name</li> </ul>	<b>Maths:</b> <p>Children aged 3-4 will be learning to:</p> <ul style="list-style-type: none"> <li>• Recognise up to 3 objects without counting them (subitising)</li> <li>• Show finger numbers to 5</li> <li>• Say one number for each item up to 5</li> <li>• Know the last number counted tells you how many there are.</li> <li>• Compare quantities and size using language</li> </ul>	<b>Phonics:</b> <p>Phase 1 letters and sounds and RWI cards</p> <p>Looking at:</p> <ul style="list-style-type: none"> <li>• Environmental sounds,</li> <li>• Instrumental sounds,</li> <li>• Body percussion,</li> <li>• Rhythm and rhyme,</li> <li>• Voice sounds</li> <li>• Oral segmenting and blending.</li> </ul>

Learning outcomes in italics are for those children working at a higher level, who require further challenge and extension within their learning.