

Summer 2022: Nursery Medium Term Plan – 3-4 year olds. Topics: Sunshine and Sunflowers / How many pebbles on the beach? (Plans will also reflect children’s interests).

**Characteristics of effective learning**

<p><b>Playing and Exploring:</b></p> <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> <li>• Making independent choices</li> <li>• Responding to new experiences</li> <li>• Bringing their own interests into their learning</li> </ul>	<p><b>Active Learning:</b></p> <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> <li>• Using a range of strategies to reach a goal</li> <li>• Beginning to correct mistakes for themselves</li> </ul>	<p><b>Creating and Thinking Critically:</b></p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Solving real problems and making predictions</li> <li>• Finding new ways to do things</li> <li>• Increasingly able to control their attention, concentrating on their goal and avoiding distractions</li> </ul>
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<b>Communication and Language:</b>	<b>Physical Development:</b>	<b>Personal, Social and Emotional Development:</b>
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<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 and learn specific new vocabulary within topics</li> <li>• Understand ‘why’ questions</li> <li>• Know many rhymes and be able to talk about a familiar story and tell a longer 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>• Use sentences with joined up words</li> </ul>	<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>• Recall patterns and sequences 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. Select appropriate resources for tasks</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 and drying hands and using the toilet</li> <li>• Be reliably dry</li> </ul>	<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>• Understand why rules are important and not always need an adult to remind them</li> <li>• Develop appropriate ways of being assertive</li> <li>• Talk about their own feelings and begin to understand how others might be feeling using appropriate vocabulary</li> <li>• Take part in pretend play and assume different roles</li> </ul>
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Literacy:	Maths:	Phonics:
<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 and write/mark make for a variety of purposes</li> <li>• Recognise words with the same initial sound</li> <li>• Write some of their name</li> <li>• Understand the different parts of a book and the sequence of the pages</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Write some letters accurately</li> <li>• Begin to read some CVC words using their knowledge of phonics and their blending skills</li> </ul>	<p>Children aged 3-4 will be learning to:</p> <ul style="list-style-type: none"> <li>• Recognise 3 objects without counting them (subitising) at a fast pace</li> <li>• Show finger numbers to 5</li> <li>• Say one number for each item up to 10</li> <li>• Know the last number counted tells you how many there are.</li> <li>• Compare quantities and size using appropriate language such as 'more than' and 'fewer than'</li> <li>• Link numerals and amounts up to 5</li> <li>• Experiment with own symbols and marks</li> <li>• Solve mathematical problems within 5</li> <li>• Talk about and explore 2D and 3D shapes using appropriate vocabulary</li> <li>• Compare objects by size, weight, length and capacity</li> <li>• Recognise and show an understanding of pattern</li> </ul>	<p>Children aged 3-4 will be learning to:</p> <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> <p><u>RWI</u></p> <ul style="list-style-type: none"> <li>• Recognising the pictures associated with the picture cards</li> <li>• Recognise some of the sounds associated with the letters, moving away from using the RWI pictures alone</li> <li>• Begin to hear words that begin with associated sounds</li> <li>• To begin to orally blend and segment sounds to make words</li> </ul>