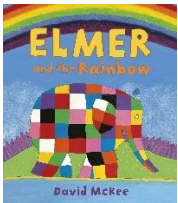
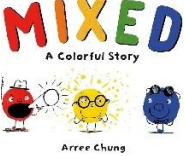
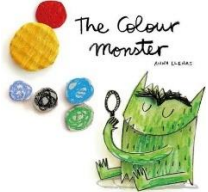
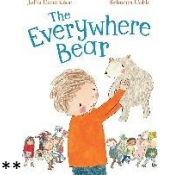
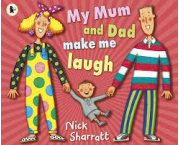


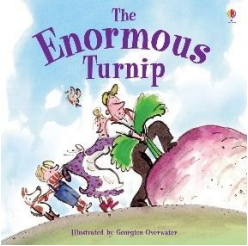
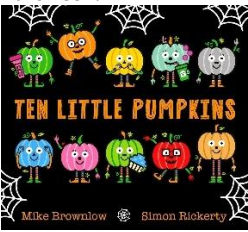
Nursery Medium Term Plan - Autumn 1 2026

Area	CL	PSED	PD	L	M	UTW	EAD
Skills	Sing a large repertoire of songs. Use longer sentences of four to six words.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Become more outgoing with unfamiliar people, in the safe context of their setting. Develop their sense of responsibility and membership of a community.	Use large-muscle movements to wave flags and streamers, paint and make marks	Engage in extended conversations about stories, learning new vocabulary.	Make comparisons between objects relating to size Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat	Begin to make sense of their own life-story and family's history. Explore collections of materials with similar and/or different properties.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds. Explore colour and colour-mixing

Can I make a Rainbow?

Question & Book focus Each book/ question is roughly 1 week. However, we may adapt to spend longer or shorter on each question or story based on the interests of the children.	Talk Time ideas- whole class (CL/PSED)	Vocabulary	Adult focus task	Continuous provision ideas (linked to skills)	Outdoor	Phonics	Maths
Week 1&2 (*take first day photos) Concept Cat assessment	During this time we will be settling and getting to know the children, making sure they feel safe. We will begin gently establishing classroom rules and routines. We will model play, and support children in accessing the resources and environment with respect and care. We will read stories, sing together and play parachute games, developing boundaries and trust. Routines we will teach and model: coming into school (hanging up my coat, putting my bag/water bottle/ lunchbox away) coming to the carpet for story or singing, lining up, snack time routines, sharing Tapestry (taking turns, listening), tidy up time, washing hands, toilet etiquette, getting ready for going in the garden, putting on welly boots, milk time (fetching cups and pouring), getting ready for home time (collecting my belongings, putting on coats)						
How many colours in the rainbow? Elmer and the Rainbow 	Talk about what makes us special and different. What colours can we see? How is Elmer different from the other elephants? Discuss things we like about ourselves and our friends. What's our favourite colour? Why? Sing the rainbow song.	Colour Same Different pattern spot stripe bright elephant trunk ears special together friend	Assessment task: Draw a self portrait	EAD: Make colourful Elmer collages. Paint and explore colour mixing. Create colourful patterns. Construction: Build a colourful elephant enclosure using maganatiles/ duplo/ sticklebricks Tuff tray/sensory: colour trays linked to maths focus colour Fine motor: colour pegging Water: colour linked to maths focus colour Roleplay: Make elephant masks and ears- Move and make sounds like elephants. Small world: Create an elephant/jungle scene. Retell the <i>Elmer</i> story using props. Playdough: Make elephants with playdough. Mark Making: Draw and colour Elmer. Look at different marks and patterns we can use (e.g. spotty, stripy)	Elmer hunt! Can they find and match the Elmers hiding in the garden? Draw Elmer outlines- decorate with chalks and natural objects Colour ball runs	Environmental Sounds Go on a listening walk and talk about the sounds we can hear. Play a mystery sound game and guess what is making the sound. Match everyday sounds to pictures or objects.	Colours Red/ blue/ yellow Nursery rhyme focus: 1,2,3,4,5, Once I caught a fish alive
What happens when we mix colours? Mixed	Explore colours and mixing. What happens when colours	Colour names mix	Assessment: wellcomm	EAD: Mix primary colours using paint. Create colour mixing pictures.	What colours can we see outside?	Instrumental Sounds	Colours Green/ purple/ mix

	are mixed together? Can children predict what colour they might make? Talk about how colours can be different and how they can change. Explore the idea that different things can come together to make something new and special. Encourage children to share their favourite colours and notice similarities and differences between themselves and others.	blend change make create together different same new colourful bright pale dark light	speech and language assessments	Construction: Make a colour town Tuff tray/sensory: colour trays linked to maths focus colour Mix colours in shaving foam. Fine motor: pom pom and tweezer sort Water: colour linked to maths focus colour Roleplay: Small world: Create a colour-themed small world. Use coloured props to retell <i>Mixed</i>. Playdough: different coloured playdough, rolling balls. Mark Making: drawing coloured circles, large roll	Read: Wow said the owl Go on a colour hunt in the garden. Large scale paintings Colour hula hoop game	Explore different instruments and talk about the sounds they make. Play loud, quiet, fast and slow. Copy simple rhythms played by an adult Guess the instrument	Nursery rhyme focus: 1 potato, 2 potato, 3 potato, 4
What colour do we feel today? The Colour Monster  	<i>Monday- introduce Everywhere Bear (re-read at home time and hand out at the end of the week)</i> <i>Look at where our Everywhere Bear has been.... show pictures of him around the local area, do we know where he is?</i> Talk about different feelings and emotions. How might the Colour Monster be feeling? How can we tell how someone is feeling? Discuss what makes us feel happy, sad, angry, worried or calm, and what helps us feel better.	Feelings happy sad angry scared worried calm love excited cross upset frightened tired lonely bright dark smile cry help safe	Mixing own paint- can they paint a rainbow and name all the colours?	EAD: Paint colour monsters to show different feelings. Make collage monster using different materials. Construction: make matching duplo towers Tuff tray/sensory: scoop coloured rice to make shakers. Fine motor: colour stick posting and matching Water: pom pom sort Roleplay: in the calm corner, act out different emotions with puppets. Small world: Use coloured characters to act out the story. Playdough: make playdough colour monsters Mark Making: Provide mirrors, draw faces showing different emotions. Maths: Match objects (e.g buttons and loose parts)	Colour ribbon dances outside Parachute- colour games Mixing colour petal potions Move like different emotions: happy, angry, sad and calm. Use chalk to draw different emotion faces	Body Percussion Clap, stamp, tap knees and click fingers. Copy simple body percussion patterns. Make rhythms using children's names. Make loud and quiet sounds	Matching Buttons and colours Matching towers Matching shoes Nursery rhyme focus: 5 little speckled frogs
Who likes spots? Who likes stripes? 	Talk about the characters and their family, Mum's spots and Dad's stripes, and the different patterns and colours in the story. Talk about what makes us laugh and the things families enjoy doing together. Encourage children to share their own experiences and talk about how families can be the same and different. Ask questions such as: Who can you see in the story? What patterns can you see? Who likes spots and who likes stripes? What is your favourite	spots stripes circle line top to bottom around pattern colourful same different family laugh like favourite	Draw circles and lines on large outlines of mum and dad to make spots and stripes	EAD: Create spotty and stripy artwork using paint, crayons, spotty stickers and collage materials. Construction: Build houses for families using blocks, Lego and wooden construction materials. Tuff tray/sensory: rainbow spaghetti to make stripes for dad, pom poms to make spots for mum Fine motor: Thread beads to make spotty and stripy patterns; use tweezers to sort coloured objects. Water: make 'milkshakes' for dad Playdough: make pizzas for mum Mark Making: Draw and copy spots, stripes and patterns using a variety of writing and drawing tools. Maths: numicon and matching boards	Find spots and stripes around the outdoor area and talk about the patterns found. Draw people, family homes and children add spots, stripes and patterns using chunky chalks. Use brushes, rollers and sponges to create large spotty and stripy patterns.	Rhythm and Rhyme Sing familiar nursery rhymes together (use nursery rhyme bag) Find words that rhyme. Finish familiar rhyming phrases, e.g. "Twinkle, twinkle, little..."	Matching Match numicon Match shapes Pattern handprints- big and small Nursery rhyme focus: 5 little ducks went swimming one day

	pattern? What makes you laugh? What do you like doing with your family? How are our families the same or different?						
Traditional Tale Focus: The Enormous Turnip 	Discuss the characters and what happens in the story. Talk about how the tiny seed grows into an enormous turnip, introducing words such as big, small, heavy, strong, pull and push. Explore how the characters work together to pull the turnip and discuss the importance of helping each other and working as a team. Encourage children to talk about times when they have helped someone or worked together with others. Act out the story in the garden, with different children in role.	turnip seed plant root soil garden grow farmer vegetable enormous huge tiny big small heavy strong muddy pull push tug dig help together	Veggie taste and chat: Name the vegetables, talk about our likes and dislikes. Taste test salad vegetables, what did we like best? Sort vegetables by size or colour. Compare big and small vegetables. Make vegetable soup.	EAD: Paint and print turnips. Create vegetable pictures. Construction: Build a farm. Tuff tray/sensory: Create a muddy vegetable garden. Dig for hidden turnips. Explore soil, leaves and vegetables. Fine motor: Use tweezers to pick up vegetables. Pinch seeds into plant pots. Water: Wash and clean vegetables. Pour and fill using watering cans. Roleplay: Create a vegetable shop. Small world: Create a farm. Retell the story with small world characters. Add a turnip and farm animals. Playdough: Print with turnips and vegetables. Mark Making: Make marks in soil or sand. Maths:: Sort vegetables by size or colour. Compare big and small vegetables.	Weed the vegetable patch Plant seeds, fill up the watering cans	Alliteration Silly Soup- Choose objects beginning with the same sound and pretend to put them into a “silly soup”. I Spy- Choose a sound and find objects beginning with that sound (Silly Sally- explain that Silly Sally only likes things in her bag that start with her special sound. Hold up each item and say the word slowly, “Ssssock – does Silly Sally like it?”	Sorting Colour Size Shape Nursery rhyme focus: 5 currant buns
Celebrations and traditions link: How do we celebrate Halloween? 	Talk about Halloween as a seasonal tradition and explore some of the things people might do to celebrate, such as dressing up, decorating pumpkins and going to parties. Read <i>10 Little Pumpkins</i> and talk about the pumpkins, colours and characters. Count together and show finger numbers if they can. Encourage children to share their own experiences of Halloween and discuss what they enjoy about the season. *ask for photos on Tapestry to share	Halloween pumpkin witch ghost bat spider skeleton monster costume mask hat broom spooky scary dark night moon decorate trick or treat celebrate	Carving pumpkins together, what does it feel like? Use words like scoop, scrape, slippery, slimy to describe the pumpkins. Pinch and pull out the seeds, can we count out 3? 5?	EAD: make pumpkin faces (using shapes) Decorate Halloween masks. Construction: Build a haunted house/ spooky castle. Tuff tray/sensory: Explore objects in coloured jelly. Explore spooky spaghetti Fine motor: Use tweezers to pick up spiders into cauldrons Water: make spooky potions Roleplay: Halloween dressing-up area/ trick or treat roleplay Small world: Use small-world witches, bats and spiders. Playdough: spooky spiders/ pipe cleaners Loose parts: monster faces Mark Making: circles- draw pumpkins and spiders on big roll Maths: stick ‘ingredients’ in potions (linked to colour and shape) Count 10 little pumpkins on a 10s frame Sort the spooky potion ingredients	Pumpkin patch roleplay- wheelbarrows Order/ sort pumpkins by size	Voice Sounds Explore animal and environmental sounds. Make long, short, loud and quiet voice sounds. Play “copy me” games using different sounds. Guess the spooky sounds!	Sorting What do you notice? Guess the rule Nursery rhyme focus: 5 fat sausages