

## Physical Development

### Gross Motor

I can begin to walk, run and climb in different surfaces with some adult.

I can begin to use a push bike/3 wheeled scooter.

I can begin to walk across a low bench and get down independently.

I can begin showing an interest in using the toilet/toilet training.

I can kick a large ball.

### Fine Motor

I can manipulate malleable materials using hands and to become more confidence using one handed tools, (inc. scissors, hammers, pencils, brushes).

I can pour water from a small jug into a cup independently.

I can be able to feed self-using a spoon/fork.

### Health and self- care

I can wash hands independently pulling up sleeves.

I can let adult know when nappy is dirty.

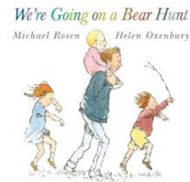
I can begin using the toilet with some adult support.

I can take shoes off and put on with some adult support.

## Spring 1- Medium Term Plan

My community & Habitats

New January intake -Settling



## Communication and Language

### Listening, Attention and Understanding

I can engage in the rhythm of the day independently with minimal adult support.

I can follow and understanding basic one step instructions "Get your coat".

I can listen and understand short stories and begin to join in with some repeated phrases.

I can focus and concentrating during an adult led carpet session for up to 5 to 10 mins.

I can begin to gain an understanding of the context of nursery rhymes.

I can focus on chosen area of play for a short period of time.

### Speaking

I can begin to begin to use to join 3-4 words to express self, wishes, needs.

I can begin to join in with familiar nursery rhymes.

I can begin to share thoughts and feelings with adults using words 'sad', 'happy'.

I can have a short exchange of communication.

## Personal, Social and Emotional

### Self- Regulation

I can understand the behaviour expectations.

I can begin to ask for a turn and learn to wait for a turn.

I can share the physical space with children.

I can understand of why needs/wishes may not be met immediately.

I can begin to understand the impact of our behaviour on others.

I can develop a 'can do' attitude.

### Managing Self

I can begin to use or respond to the words 'happy', 'sad' when expressing self or observing others.

I can begin to use words 'happy' 'sad' as a means of dealing/resolving conflict.

### Building Relationships

I can separate from main carer with minimal adult support.

I can independently access and choose area of play.

I can use children's name when referring to them or in play.

I can begin to join in with children's play, sharing physical space.

I can listen and respond to play.

I am more confident around unfamiliar adults in the wider school/visitors.

## Literacy

### Comprehension

I can pay attention & respond to the pictures or words in a book.

I have a favourite book and will seek out adult to share with, look alone or with another child.

### Writing

I can begin to explore and experiment with mark making opportunities independently.

I can develop play around my favourite stories using props.

### High quality texts

#### (optional)

Time to go to Nursery

Lulu loves Nursery

Guess How Much I Love You

Find Spot at Nursery

I'm Starting Nursery

My mum is brilliant

My dad is fantastic

My hair

## Traditional/ alternative story

The Gingerbread Man



### Rhymes & Poems

The wheels on the bus

Humpty dumpty

Pancake poem

### Key vocabulary

Forest, ocean, desert, shelter, sun, rainbow, shadow, bright, reflection, Birthday, festival, tradition, party, fireworks

Mathematics

Number, Numerical Patterns/ Shape, space and Measure

I can begin joining in with actions of nursery rhymes with numbers.

I can complete inset board puzzles

Understanding of the World

I can begin to make connections between the features of their family and other families.

I can imitate everyday actions and events from own family and cultural background.

I can begin to notice detailed features in their environment.

I can operate a mechanical toy independently.

Seasons, Celebrations and other religions events

Lunar New Year  
National Storytelling week

Parental involvement

*Welcome meeting*  
*Stay and Play*

Assessment opportunities

Pupil progress meetings  
EYFS team meetings  
End of term Assessments  
On-going assessments

## Expressive Arts and Design

### EAD Creating with Materials/ Being Imaginative and Expressive (ART) (D&T)

I can begin to use powder paint explore colour mixing.

I can use different materials to create.

I can use playdough in different ways for example:  
rolls, cuts, squashes.

I can use one handed tools with greater control.

I can join different materials and explore

I can explore different textures.

I can select correct tools for a purpose, such as scissors.

I can make model using different materials.

I can explore mixing Shades of colour.

### Cooking (D&T) (Science)

Changing Materials - cooking

### EAD Creating with Materials/ Being Imaginative and Expressive (Music)

I can explore pitch singing high, low, fast and slow with adult support.

I can begin to simple sequence of movements.

I can begin to join in with nursery rhymes and actions. I can begin to move body to different music.

I can use a range of musical instruments.