

EYFS Nursery Medium Term Planning Year A Spring (Range 4 Development Matters)



EYFS PSHE Plan

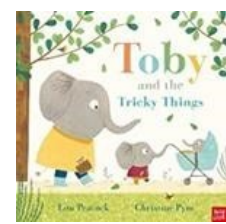
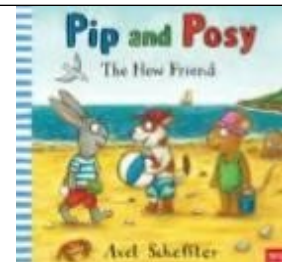
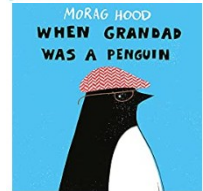
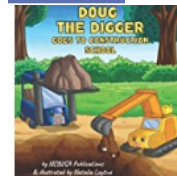
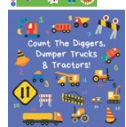
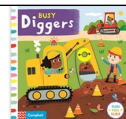
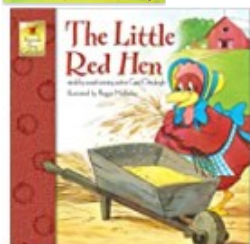
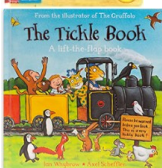
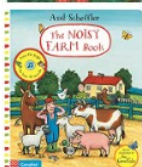
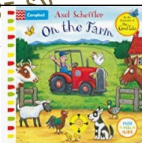
Relationships, Health and Wellbeing, Living in the Wider World

Worship Year A 2026-27	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Worship Year B 2025-26	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS Single year (Followed in FS1)	Why are we special? I Belong PANTS Super Me!	Why are other people special? Is Good to Share Fabulous Friends	How do we stay safe and healthy? PANTS, Roads, Online, Stranger Danger, healthy teeth, healthy eating, healthy food, healthy body, healthy mind,		How can we look after each other, our community and our environment? Look What I Can Do!	What will change as we go into Year 1 and what will stay the same? <u>Yes</u> I can!
Week 1	PANtASaurus	PANtASaurus	PANtASaurus	PANtASaurus	PANtASaurus	PANtASaurus
Week 2	Look at the All about me book – celebrate each other	Respecting other people – why?	How do we stay safe in the dark, including road safety? Firefighters visit	Why is having healthy teeth important?	Why should we look after each other?	What is the same about me as was in September?
Week 3	Look at the All about me book – celebrate each other	Why is listening to each other a good idea?	How do we stay safe from bugs? Why do we need to wash our hands and our bodies?	Why is eating healthy food important?	Why should we look after our town? What could we do?	How am I changing? What will carry on changing?
Week 4	Families What makes a family?	Why is sharing and trust important?	First aid – what do we do in an emergency? Visit from a Nurse or Doctor	How do we keep our bodies healthy?	Why should we look after the oceans?	How can I cope with change?
Week 5	What is special about our School Family – RMS/Malhamdale	Resolving conflict.	How do we stay safe online?	Why do we need to look after pets?	Why should we look after the animals?	What do I want to find out about Year 1?
Week 6	Being thankful for each other	Telling the truth and keeping promises.	What do the police/army do to keep us safe?	How do we keep our minds healthy?	Why should we pick up litter?	What have I learnt this year? What do I want to get better at next year?

 5.1.26 + 12.1.26		19.1.26	26.1.26	2.2.26	9.2.26		23.2.26 6	2.3.26	9.3.26 Swap DT and science week around as science week is 9.3.26	16.3.26 Now is DT RE Week	23.3.26
B I O C K F O C U S	The Natural World (Science)	Technology and E Safety (Computing) And K&U of the W cont.	Past and Present (History)	Being Imaginative and Expressive (Music)	Creating With Materials (Art)		Creating With Materials (D&T)	British Science Week Time			
	K + U S t i c k y K n o w l e d g e	- Explore different habitats outdoors, e.g. scent, colour & shape of flowers attracting bees - Observe growth & decay over time - Begin to understand the need to respect & care for the natural environment & all living things - Talk about what they see, using a wide vocabulary - Understand the key features of the life cycle of a butterfly - Observe animals closely through a variety of means e.g. magnifiers & photographs - Look at key stages of development from birth to adult - Name & identify body parts - Observe & describe in words or actions the effects of physical activity on body - Understand the key features of the life cycle of an animal	- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images - Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets - Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable	- Retell past events in correct order - Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences - Remembers & talks about significant times or events for family & friends - Begin to make sense of own life-story & family's history - Question why things happened & give explanations - Understand why and how questions - Asks who, what, when & how - Develop an understanding of growth, decay and changes over time - Comment and ask questions about	- Remember & sing familiar songs e.g. pop songs, rhymes - Taps out simple repeated rhythms - Creates sounds to accompany stories - Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs - Play instruments with increasing		- Create closed shapes with continuous lines, & begin to use these shapes to represent objects - Begin to use a variety of drawing tools - Draw with increasing complexity & detail, such as representing a face with a circle & including details - Show different emotions in their drawings - Explore colour & colour mixing - Explore different materials freely, in order to develop ideas about how to use them & what to make - Join different materials & explore different textures - Handling, feeling, enjoying and manipulating materials - Use variety of construction materials - Join different materials & explore different textures - Develop own ideas &	- Develop own ideas & decide which materials to use to express them - Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces - Use available resources to create props or creates imaginary ones to support play - Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously - Develop new skills & techniques	Time is key to so many discoveries in science, technology, engineering and maths. Evolution looks at how plants and animals changed over a long period of time, the Earth's movements show us why we have seasons and different time zones. Lifecycles are all about how organisms grow and die during their time on our planet. The average human lifespan is almost 73 years. The passing of time prompted the invention of ways to mark it, from the sundial, to the pendulum clock to digital clocks. Time is also vital in engineering; complicated machines have moving parts that all need work in time with each other for the machine to work smoothly.		

		technology with support • Know how to handle equipment safely • Begin to know that they shouldn't use devices without supervision	aspects of the familiar world such as the place where I live or the natural world • Bring in photographs, videos, visitor • Preserve memories of special events e.g. make a book, video, photos • Share stories about people from the past who have an influence on the present • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night • Understand and use vocabulary such as: how, why, because • Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because	control to express their feelings & ideas • Explore & learn how sounds & movements can be changed e.g. louder, quieter • Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously • Respond to what they have heard, expressing their thoughts & feelings • Develop an understanding of how to create & use sounds intentionally • Create own songs, or improvise a song around one they know	decide which materials to use to express them • Notice what other children & adults do, mirroring what is observed • Practise artist's techniques • Discuss likes & dislikes about artwork	• Use tools for a purpose • Talk about the differences between materials & changes they notice • Make healthy choices	
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Methodist School Doing all the good we can				Rosa Parks Day	Valentines Day 14.2.26	Ramada starts 17.2.26 6 until 18.3.26	Holi 4.3.26	Science week 9.3.26	Easter	
				LGBT+ History Month 1.2.26 28.2.26	Shrove Tuesday 17.2.26 Ash Wednesday 18.2.26 Chinese New Year 17.2.26	World Book Day 5.3.26		Mothers Day 15.3.26		
CHRISTIAN VALUES	Perseverance					Justice				



 METHODIST Doing all the								
C & L L is t e n i n g , A t t e n t i o n a n d U	• Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus • Identifies action words by following simple instructions, e.g. Show me jumping • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad)					• Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus • Identifies action words by following simple instructions, e.g. Show me jumping • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad)		



n d e r s t a n d i n g		
C & L S p e a k i n g	• Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats)	• Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats)
P , S a n d E D S e l f R e g u l a r	• Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows	• Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows



a t i o n		
P , S a n d E D M a n a g i n g S e lf	• Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions	• Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions
P , S a n d E D B u i l d i n	• Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest	• Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest



g R e l a t i o n s h i p s		
P D G r o ss M o t o r S k i lls	• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers	• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers
P D F i n e M o t o r S k i lls		
L C o m p r		



e h e n s i o n			
L W o r d R e a d i n g	- Has some favourite stories, rhymes, songs, poems or jingles - Repeats and uses actions, words or phrases from familiar stories - Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a - Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps - Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes	- Has some favourite stories, rhymes, songs, poems or jingles - Repeats and uses actions, words or phrases from familiar stories - Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a - Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps - Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes	
L W r i t i n g	- Distinguishes between the different marks they make - Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	- Distinguishes between the different marks they make - Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	
M N u m b e r	Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting • Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away	Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting • Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away	
M N u m b e r P a t t e r n s	Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time	Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time	
U t h e			



W P a s t a n d P r e s e n t		
U t h e W P e o p l e , C u l t u r e a n d C o m m u n i t i e s	• Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others	• Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others
U t h e W T	• Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake	• Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake



h e n a t u r a l W o r l d			
E A & D C r e a t i n g w i t h M a t e r i a ls	• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas		• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas
E A & D B e i n g I m a g i n a	• Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements		- Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements



ti v e a n d E x p r e s s iv e		
T e c h n o l o g y	• Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Plays with water to investigate "low technology" such as washing and cleaning • Uses pipes, funnels and other tools to carry/ transport water from one place to another	• Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Plays with water to investigate "low technology" such as washing and cleaning • Uses pipes, funnels and other tools to carry/ transport water from one place to another