




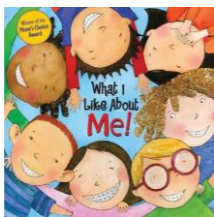
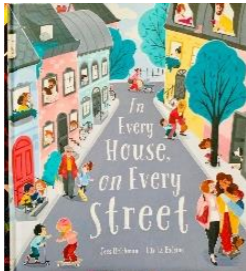
## Nursery Medium term planning

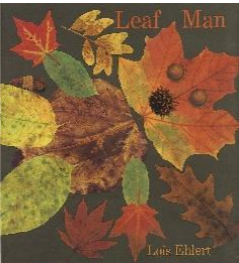

### Themes: Myself and the World around me

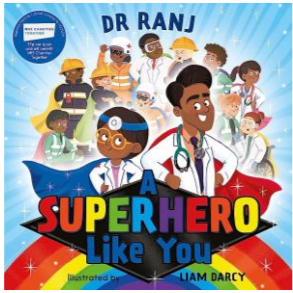
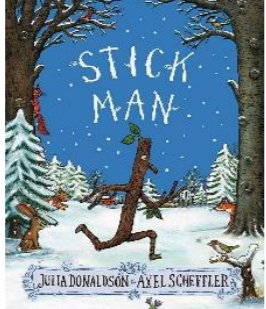
#### Autumn Term



Communication & Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the world	Exploring media and materials
<ul style="list-style-type: none"> <li>• Can find it difficult to pay attention to more than one thing at a time.</li> <li>• Sing a large repertoire of songs.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• <i>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</i></li> <li>• <i>May have problems saying: - some sounds: r, j, th, ch, and sh and multisyllabic words such as</i></li> <li>• <i>'pterodactyl', 'planetarium' or 'hippopotamus'</i></li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</li> <li>• <i>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</i></li> <li>• <i>Start to eat independently and learning how to use a knife and fork.</i></li> <li>• <i>Show a preference for a dominant hand.</i></li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• <i>Understand the five key concepts about print: -</i></li> <li>• <i>print has meaning</i> <ul style="list-style-type: none"> <li>◦ <i>the names of the different parts of a book</i></li> </ul> </li> <li>• <i>print can have different purposes</i></li> <li>• <i>we read English text from left to right and from top to bottom (Ongoing)</i></li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• <i>Show a preference for a dominant hand. (lifted from Physical Development) (Ongoing)</i></li> <li>• <i>Sometimes give meaning to their marks.</i></li> <li>• <i>Draws in response to experiences</i></li> </ul> <p>See EAD statement to support writing judgements</p>	<ul style="list-style-type: none"> <li>• Show 'finger numbers' up to 5.</li> <li>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Name and recognise some 2D shapes <i>(added to support Spring term not an official statement).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explore how things work.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Listen with increased attention to sounds.</li> <li>• Remember and sing entire songs.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> </ul>

	Core Book	Key Learning Intent:	Enrichment experiences:	Links to Reception Themes
<b>Baseline Assessment</b>	Starting School/ Transition/ Emotions books. 	<ul style="list-style-type: none"> <li>We will complete baseline assessments</li> <li>We will learn our classroom systems and routines one at a time (establish and secure one system before moving to the next). (Coats on pegs, lunch boxes on trolley, water bottles, carpet first thing, morning routine - carpet session/activities, activity expectations, snack time routine, lunch time, toileting - washing hands etc. pegs and what they are for etc.)</li> <li>We will begin to gain confidence in our new setting and make new friends.</li> </ul>		
<b>Myself</b>		<ul style="list-style-type: none"> <li>We will sing lots of songs and share our favourite nursery rhymes.</li> <li>We will talk about ourselves during circle time. We will say what we look like, how we feel, what we like/dislike etc. This will help us to develop our turn taking and conversation skills.</li> <li>We will draw pictures of ourselves and talk about the marks we have made.</li> <li>We will paint self-portraits, selecting large and small brushes.</li> </ul> <p><u>Vocabulary</u>            Myself, feel, body and main body part names (face, eyes, nose, mouth, ears, hair, arms, legs, feet, hands, fingers, toes, skin)</p>		Children will know about their features and what makes them special. In reception, children will learn about how their body grows as they get older.
<b>My Home and Family</b>		<ul style="list-style-type: none"> <li>We will choose shapes to create pictures or models of different homes.</li> <li>We will name and recognise some 2D shapes.</li> <li>We will use play houses to understand position through words alone - for example, "The bag is under the table."</li> <li>We will use marks/drawings to share what we know about our home and family.</li> <li>Children will talk about their home and family, using photographs.</li> </ul> <p><u>Vocabulary</u>            Home (house, flat) , family (including names of children's own immediate families), street.</p>	Children to bring in family photographs to share and talk about.	Children will have a good understanding of their family in preparation for reception where they will extend their knowledge of family, including talking about when their family members were children.

<p><b>My World-Autumn</b></p>		<ul style="list-style-type: none"> <li>• We will use our senses to explore our outdoor woodland.</li> <li>• We will explore natural materials to create an autumn collage of leaf man.</li> <li>• We will explore patterns in the natural world by creating leaf/bark rubbings.</li> <li>• We will listen to the sounds that we hear when going on a nature walk e.g. the whistling wind, crunching leaves etc.</li> <li>• We will look closely at leaves and describe the patterns that we see e.g. pointy, spotty etc.</li> <li>• We will use natural materials to represent numbers, showing on our fingers how many we can see.</li> </ul> <p><u>Vocabulary</u> Autumn, season, wind, blow, explore, leaf/leaves Descriptive language will be encouraged e.g. crunchy, pointy, spotty etc.</p>	<p>Opportunities to explore the school natural areas</p>	<p>Children will understand what autumn is and will experience the changing season. They will build on this knowledge in reception when they learn about hibernation.</p>
<p><b>Let's Celebrate- Bonfire Night</b></p>	 <p>E-Book</p>	<ul style="list-style-type: none"> <li>• We will be inspired by Jackson Pollock to use pencils and paint to represent movement and loud noises.</li> <li>• We will use our experiences of bonfire night when creating our own Jackson Pollock inspired art work.</li> <li>• We will talk about the patterns that we see in our artwork and in firework displays.</li> <li>• We will use large motor movements to imagine we are fireworks. We will choose resources such as ribbon sticks, tinsel etc.</li> <li>• We will listen to the sounds of a firework display e.g. bang, pop, fizz, whoosh, crackle, etc.</li> <li>• We will continue to practise using our fingers to represent numbers.</li> </ul> <p><u>Vocabulary</u> Firework, pattern, colour, sound Descriptive sound language e.g. pop, fizz, bang, crackle, whoosh</p>	<p>Participate in remembrance day</p>	<p>Children will be introduced to celebrations through events that will be happening in the local area. Children will build on this knowledge when they develop a wider knowledge of celebrations in reception (e.g. Diwali and Eid).</p>

<p><b>People Who Help Us</b></p>		<ul style="list-style-type: none"> <li>• We will welcome visitors from local emergency services.</li> <li>• We will learn about different jobs and talk about what we would like to be when we grow up.</li> <li>• We will explore how things work with wind up toy ambulances, police cars etc.</li> <li>• We will revisit shapes to create emergency vehicle pictures.</li> <li>• We will draw a picture of what we would like to be when we grow up. We will talk about our pictures.</li> <li>• We will use role play to explore different jobs.</li> <li>• We will explore different construction kits to make emergency vehicles.</li> </ul> <p><u>Vocabulary</u> Help, job, work, emergency</p>	<p>We will invite visitors from local emergency services</p> <p>Children will dress up for a day as what they would like to be when they grow up.</p>	<p>In reception children will further explore different careers and talk about their aspirations.</p>
<p><b>My World-Winter</b></p>		<ul style="list-style-type: none"> <li>• We will look for signs of winter on a nature walk.</li> <li>• We will use our imaginations to pretend that sticks are something else e.g. a magic wand, a person etc.</li> <li>• We will explore natural materials, choosing what to make with sticks.</li> <li>• We will listen carefully to the sounds that different instruments make.</li> <li>• We will sing songs to practise for our nativity play.</li> <li>• We will put on our own hats, gloves and coats to keep warm.</li> </ul> <p><u>Vocabulary</u> Cold, snow, weather, ice/icy, winter</p>	<p>Children will take part in Christmas celebrations including performing in a nativity play.</p>	<p>Children will revisit winter in their reception year. They will extend their knowledge of the changes that happen in winter, particularly in relation to our local area.</p>