




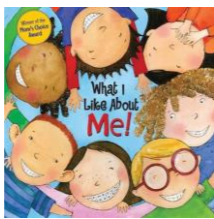
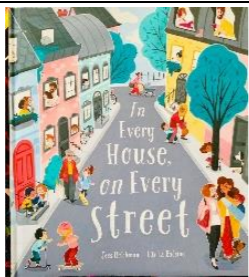
Nursery Medium term planning

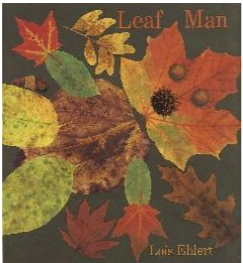

Themes: Myself and the World around me

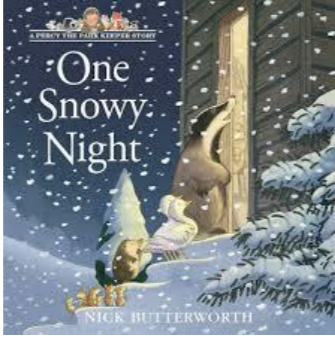

Autumn Term



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

	Core Book	Key Learning Intent:	Enrichment experiences:	Links to Reception Themes
Baseline Assessment	Starting School/ Transition/ Emotions books. 	<ul style="list-style-type: none"> We will complete baseline assessments 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.) We will begin to gain confidence in our new setting and make new friends. 		
Myself		<ul style="list-style-type: none"> We will sing lots of songs and share our favourite nursery rhymes. 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. We will draw pictures of ourselves and talk about the marks we have made. We will paint self-portraits, selecting large and small brushes. <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.
My Home and Family		<ul style="list-style-type: none"> We will choose shapes to create pictures or models of different homes. We will name and recognise some 2D shapes. We will use play houses to understand position through words alone - for example, "The bag is under the table." We will use marks/drawings to share what we know about our home and family. Children will talk about their home and family, using photographs. <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>My World-Autumn</p>		<ul style="list-style-type: none"> • We will use our senses to explore our outdoor woodland. • We will explore natural materials to create an autumn collage of leaf man. • We will explore patterns in the natural world by creating leaf/bark rubbings. • We will listen to the sounds that we hear when going on a nature walk e.g. the whistling wind, crunching leaves etc. • We will look closely at leaves and describe the patterns that we see e.g. pointy, spotty etc. • We will use natural materials to represent numbers, showing on our fingers how many we can see. <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>Let's Celebrate- Bonfire Night</p> <p>Remembrance</p>	 <p>E-Book</p>	<ul style="list-style-type: none"> • We will be inspired by Jackson Pollock to use pencils and paint to represent movement and loud noises. • We will use our experiences of bonfire night when creating our own Jackson Pollock inspired art work. • We will talk about the patterns that we see in our artwork and in firework displays. • We will use large motor movements to imagine we are fireworks. We will choose resources such as ribbon sticks, tinsel etc. • We will listen to the sounds of a firework display e.g. bang, pop, fizz, whoosh, crackle, etc. • We will continue to practise using our fingers to represent numbers. <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>My World-Winter</p>		<ul style="list-style-type: none"> • We will explore how things work with pulleys to help the animals. • We will revisit shapes. • We will draw a picture of a park. We will talk about our pictures. • We will use role play to explore the job of the park keeper. • We will explore different construction kits to make beds for the animals <p><u>Vocabulary</u> Safe, warm, cozy, park, park keeper, snow</p>	<p>Explore our grounds and collect natural treasure/look for signs of winter.</p>	<p>In reception children will further explore seasonal changes.</p>
<p>Let's Celebrate-Christmas</p>		<ul style="list-style-type: none"> • We will look for signs of winter on a nature walk. • We will use our imaginations to pretend that sticks are something else e.g. a magic wand, a person etc. • We will explore natural materials, choosing what to make with sticks. • We will listen carefully to the sounds that different instruments make. • We will sing songs to practise for our nativity play. • We will put on our own hats, gloves and coats to keep warm. <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>