

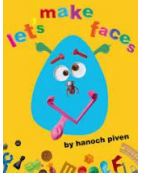
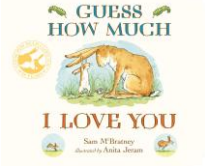
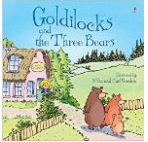
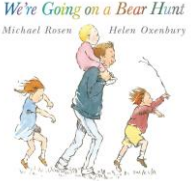



Nursery Medium term planning

Themes: Autumn

Autumn 1 Enquiry Question – What are the signs of Autumn?

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. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: - some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' 	<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. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning the names of the different parts of a book print can have different purposes page sequencing • We read English text from left to right and from top to bottom • Use large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> • Show 'finger numbers' up to 5. • 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 • 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 (added to support Spring term not an official statement). 	<ul style="list-style-type: none"> • Plant seeds and care for growing plants. • 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.

	Book / story of the week	Key Learning Intent:	Enrichment experiences:	Vocabulary:
Week 1 6.9.21	Making Faces 	Baseline: <ul style="list-style-type: none"> To paint a picture of themselves using some correct colours. To notice feature of friends within the nursery such as boys and girls. 	Baseline	School, home, now
Week 2 13.9.21	Guess how much I love you 	Baseline: <ul style="list-style-type: none"> To draw a picture of somebody special to them and talk about who they have drawn. To sing a number of nursery rhymes that are familiar to them. To establish good relationships with adults and children within the nursery. 	Baseline	Family, mummy, daddy, brothers, sisters. Later.
Week 3 20.9.21	Goldilocks and the Three Bears 	<ul style="list-style-type: none"> To show the number 3 using fingers. To use language such as sat, broke, lay, ate and ran. To take part in pretend play. To use large-muscle movements to wave flags and streamers, paint and make marks 	Go for a walk into the forest school hut and around the field noticing the natural world around them.	Forest, wood, over, bear, house, big.
Week 4 27.9.21	We're Going on a Bear Hunt 	<ul style="list-style-type: none"> To Become more outgoing with unfamiliar people, in the safe context of their setting To use all their senses in hands-on exploration of natural materials by going on a sensory bear walk. To go up and down stairs and move carefully whilst on a bear hunt! 	Bring a bear into school and take part in a bear hunt on the school field.	through, wood, under, bear, cave, small, hunt, find, quite.

<p>Week 5 4.10.21</p>	<p>Autumn is Here</p> 	<ul style="list-style-type: none"> To 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. (Collect leaves and make a collage). To use positional language to find resources independently around the room. To begin putting on own coat with support ready to explore the outdoors! To begin showing more confidence in social situations. To explore how things work. We will be using binoculars whilst on a Signs of Autumn hunt. We will also use technology within the classroom to find more information about Autumn. 	<p>We will go on a Signs of Autumn walk around the school field. We will collect signs of Autumn and use them in our classroom to support learning.</p>	<p>Autumn, change, colours, crunchy.</p>
<p>Week 6 11.10.21</p>	<p>Leaf Man</p> 	<ul style="list-style-type: none"> To begin showing a preference for a dominant hand. We will create our own leaf man using a range of resources such as glue and scissors. To sing a range of songs. We will begin learning songs for our Harvest Festival. To start a conversation with an adult or a friend and continue it for many turns. To 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. We will spot natural patterns during the week. We will care for seeds and plants. We will plant a poppy seed ahead of remembrance day and care for it in school. 	<p>We will set a class challenge to spot signs of Autumn within our local area! What signs of Autumn will you find?</p>	<p>Grow, seed, change, leaf, different. Up, down.</p>
<p>Week 7 18.10.21</p>	<p>Apples and Pumpkins</p> 	<ul style="list-style-type: none"> To start to eat independently and learning how to use a knife and fork. We will try a range of harvest foods. To know that we read English text from left to right and from top to bottom. We will sing our harvest song using Karaoke so help train our eyes to read left to right. To use all their senses in hands-on exploration of 	<p>We will take bring in tins and food to donate to community charity's during the Harvest Festival. We will talk about giving to others.</p>	<p>Biddulph, caring, food, Harvest, farm Grow, eat.</p>

		<p>natural materials.</p> <ul style="list-style-type: none">• To select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. We will use harvest foods to notice shapes.• To listen with increased attention to sounds. We will take part in a whole school Harvest festival• To remember and sing entire songs. We will perform at the Harvest Festival		
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