

Holywell Village First School – Nursery Medium Term Plan Autumn B Owl Babies and Christmas 2019

Area of Learning	
<p><b>Communication and Language</b></p> <p><b>Listening and Attention</b> - Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. 22-36 Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 30-50 Maintains attention, concentrates and sits quietly during appropriate activity. 40-60</p> <p><b>Understanding</b> understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?). Developing understanding of simple concepts (e.g. big/little). 22-36 Understands use of objects (e.g. “What do we use to cut things?”) Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand ‘why’ and ‘how’ questions. 30-50 Responds to instructions involving a two-part sequence.40-60</p> <p><b>Speaking</b> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. ‘Mummy gonna work.’) Beginning to use word endings (e.g. going, cats).22-36 Beginning to use more complex sentences to link thoughts. Can retell a simple past event in correct order). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g., ‘This box is my castle.’ 30-50 Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. 40-60</p>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Making Relationships</b> -Can play in a group, extending and elaborating play ideas. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 30-50 Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. 40-60</p> <p><b>Self Confidence and Self Awareness</b> - Separates from main carer with support and encouragement from a familiar adult.22-36 Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. 30-50</p> <p><b>Managing Feelings and Behaviour</b> - Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do. Growing ability to distract self when upset, 22-36 Aware of own feelings, and knows that some actions and words can hurt others’ feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. 30-50 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 40-60</p>
<p><b>Physical Development</b></p> <p><b>Moving and Handling</b> - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. 30-50</p> <p><b>Health and Self Care</b> – Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 30-50</p>	<p><b>Literacy</b></p> <p><b>Reading</b> - Repeats words or phrases from familiar stories 22-36. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Suggests how the story might end. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 30-50</p> <p><b>Writing</b> - Distinguishes between the different marks they make 30-50 Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 30-50 Gives meaning to marks they make as they draw, write and paint. 40-60</p>
<p><b>Mathematics</b></p> <p><b>Number</b> – Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’. Recites some number names in sequence. Uses some language of quantities, such as ‘more’ and ‘a lot’. Knows that a group of things changes in quantity when something is added or taken away. 22-36 Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers,</p>	<p><b>Understanding the World</b></p> <p><b>People and Communities</b> - Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. 30-50</p> <p><b>The World</b> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and</p>

<p>marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Shows an interest in numerals in the environment.30-50</p> <p><b>Space, Shape and Measure</b> - Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. 30-50 Can name some 2D shapes. 40-60</p>	<p>found objects. 30-50</p> <p><b>Technology</b> - Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. 40-60</p>
<p><b>Expressive Arts and Design</b></p> <p><b>Exploring and using media and materials</b> - Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. 30-50</p> <p><b>Being Imaginative</b> - Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’ • Beginning to make-believe by pretending 22-36</p> <p>Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 30-50</p>	