

Nursery Medium Term Plan Autumn Term A 2019	
Area of Learning	Activities & Opportunities
<p>Communication and Language</p> <p>Listening and Attention - 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</p> <p>Understanding - Identifies action words by pointing to the right picture, e.g., “Who’s jumping?” 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</p> <p>Speaking - Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. 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</p>	<p>Observations will be made of the language children use in the home corner, and in their small world play. How they talk about their paintings, drawing etc and whether they communicate freely whilst playing, during snack times and small group times about things that interest them. Speech, language and communication assessments will be carried out on all children during their transition weeks into nursery. Children who will benefit from Talk Boost sessions will be identified and interventions started towards the end of term 1a.</p> <ul style="list-style-type: none"> • Daily story and song time • Continuous provision in all areas supports communication and language use. • Talking about ourselves and family – self-portraits. • Letters and sounds phase 1 activities. • Read the Gruffalo (Core Book)
<p>Personal, Social and Emotional Development</p> <p>Making Relationships - Interested in others’ play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. 22-36 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</p> <p>Self Confidence and Self Awareness - Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. 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>Managing Feelings and Behaviour - Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. 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, e.g. by engaging in a new play activity. 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</p>	<p>Adults will modelling how to use the classroom resources appropriately. Assisting the children in their independence to manage their personal hygiene independently, find and put on their coats, where to put their belongings. Rules and expectation will be shared with the children so that they quickly settle into the nursery routine.</p>

<p>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</p>	
<p>Physical Development Moving and Handling - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. May be beginning to show preference for dominant hand. 22-36 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. Can catch a large ball. 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 Health and Self Care - Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support. 22-36 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>Daily activities both independent and adult led to promote fine and gross motor development and skills. Dough Disco, 'Funky fingers', using paint brushes to paint self-portraits. Mark making activities – drawing ourselves and our families. Continuous provision in dough, writing, creative, and water. Begin to use wheeled toys, sweeping brushes and rakes to sweep leaves. Outdoor mark making with paintbrushes and water, chalks and paint. Digging area. PE activities – sticky kids and action songs.</p>
<p>Literacy Reading - Has some favourite stories, rhymes, songs, poems or jingles. Repeats 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 ...'. 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 Writing - Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 30-50</p>	<p>Daily story time – encourage children to listen and join in with repeated refrains. Daily reading time to promote a love of reading, handling books appropriately and reading stories independently. The 10 Core nursery books will begin to be introduced to the children, starting with the Gruffalo. Letters and Sound Phase 1 phonics will be introduced. Continuous provision available in mark making areas.</p>
<p>Mathematics Number – 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. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. 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, 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. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the</p>	<p>Adult and independent activities will be offered to support baseline assessments to find out;</p> <ul style="list-style-type: none"> ● Rote counting ability ● Number recognition ● Number ordering ● Shape recognition ● Pattern ● Sorting

<p>same. Shows an interest in numerals in the environment. Shows an interest in representing numbers.30-50</p> <p>Space, Shape and Measure - Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time. 22-36 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</p>	<p>Numicon – baseboards, tiles, pegs and objects for counting, pattern making problem solving and number recognition.</p> <p>Daily number songs and rhymes.</p> <p>Loose parts will support pattern, shape, sorting and counting.</p>
<p>Understanding the World</p> <p>People and Communities - Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. 22-36 Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 30-50</p> <p>The World - Enjoys playing with small-world models such as a farm, a garage, or a train track. 22-36 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 found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. 30-50</p> <p>Technology - Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 22-36 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 30-50</p>	<p>We will involve the children in conversations about things they like to do at home and nursery. Who their special people are. Their families and homes and special times together. This will be in small group time, during snack time and whilst children are playing.</p> <p>Noticing the changes that take place in Autumn.</p> <p>Introduced to computers and iPads. Show chn how to use mouse to operate the computers independently.</p>
<p>Expressive Arts and Design</p> <p>Exploring and using media and materials - 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. Beginning to be interested in and describe the texture of things. 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>Being Imaginative -Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending. 22-36 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>	<p>Children will be shown how to use resources appropriately to promote independence in the creative areas. Continuous provision will be available in creative and mark making areas.</p> <p>Role play – home corner. Observations will be conducted to assess how children play, access resources and whether they imitate real life play using their imagination.</p> <p>Small world sets – HappyLand, Peppa Pig, train sets, rescue. To encourage imaginative play and make observations of how children play.</p> <p>Daily songs and music and movement.</p>