
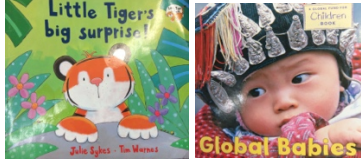




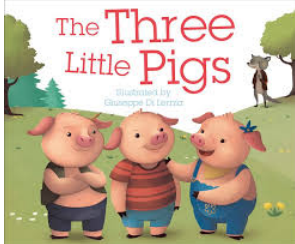
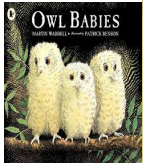
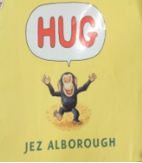
Nursery 2021/22

Medium term planning

Autumn 1

Week	Core books	Objectives/Skills	Adult-led activity ideas	Ongoing interaction and provision focus/ Anything that needs revisiting
1 / 2 Me	<p>Introduce core focus books</p> 	<p>I can find me. I can talk about what I look like. I can name parts of my body. I can say what colour/how many. I can say what is the same/different. I can join in with the actions. I can sing a song. I can mark makes. I can say what I have drawn. I can point to pictures/words. I can hold a book.</p>	<p>Identifying photos of themselves. Finding and comparing facial features eg eye colour/ number of ears. Talk about same and different. Finding photos of their features. Matching parts of a face to make a complete one. Drawing/painting/ collage portraits. Singing heads, shoulders, knees and toes.</p>	<p>PSED - Settling in Nursery – leaving parents. Following routines Support social interactions.</p> <p>CL - Learning new vocabulary through all interactions with adults and peers. Listening to stories. Remaining focused for short periods of time. Develop different forms of positive communication.</p>
3 How I have grown?		<p>I can name what I see. I can order pictures. I can talk about my past. I can talk about my experience. I can talk about my family. I can act out scenario's from my experience.</p>	<p>Puzzles of children growing. Ordering pictures of children of different ages. Exploring objects from their past – bottles, baby toys, cots. Stories about babies. Role play looking after babies – dressing, nappies, bathing and feeding.</p>	<p>PD – develop overall body control and negotiating space through outside play. Making marks with a range of tools. Dough disco Support with independent toileting and hand washing.</p>
4 My body		<p>I can join in with simple songs. I can join in actions. I can name parts of my body. I can draw around a body.</p>	<p>Sing songs about their bodies – heads, shoulders, knees and toes. Drawing around bodies and naming body parts.</p>	<p>L – Daily story/Rhyme time. Extended conversations about books. Model reading.</p>

		<p>I can say what is the same and different.</p> <p>I can talk about what I am touching, smelling, seeing, hearing and tasting.</p>	<p>Looking in mirrors.</p> <p>Exploring materials with their senses.</p> <p>Feely bags – what can you feel?</p> <p>Listening games/walk. Smelling and tasting food.</p> <p>Making playdough people.</p>	<p>Parts of a book eg cover, back.</p> <p>Recognising logos in the classroom.</p> <p>Adult supporting within the book corner.</p> <p>Story sacks as part of continuous provision</p> <p>Talking about their marks.</p> <p>Identify marks made.</p>
5 Family		<p>I can talk about my family.</p> <p>I can name the people in my family.</p> <p>I can say how they are related to me?</p> <p>I can paint/draw my family.</p> <p>I can say what/who I am painting/drawing.</p> <p>I can name families members.</p> <p>I can compare family members.</p>	<p>Talk about my home</p> <p>Who lives in my home – paint/draw/ collage.</p> <p>Role play area – home corner.</p> <p>Name family members</p> <p>Dolls houses – small world</p> <p>Using characters from stories to name family members</p> <p>Objects from the home – who uses it. Objects that family members used to use.</p>	<p>M – daily focus on counting, number rhymes and days of the week in circle time.</p> <p>Counting at snack time and model counting when lining up.</p> <p>UW – talk about their families/experiences in play.</p> <p>Talk about what they see.</p> <p>Use senses to explore.</p> <p>Talk about similarities and differences with peers.</p> <p>Exploring a range of materials.</p>
6 What is special about my family?		<p>I can pretend</p> <p>I can say who I am pretending to be.</p> <p>I can name members of other families.</p> <p>I can compare families in pictures and books.</p> <p>I can compare the size of family members.</p> <p>I can say what if the same and different.</p>	<p>Talk about and describe family members – describe and make marks. Global learning Is this a family? activity</p> <p>Role play and dressing up</p> <p>Talk about different relationships – roles in the home</p> <p>Read books about different families</p> <p>Different family members –size puzzles.</p> <p>Animal families.</p>	<p>EAD – Explore a range of materials.</p>

<p>7 Families in books</p>	  	<p>I can listen to a story.  I can tell you something that happened in the story.  I can talk about families.  I can compare families to my own.  I can talk about different characters.  I can name characters as family members in a book eg. Daddy Bear.  I can say where the cover/back/spine of a book is.  I can point to pictures/words.</p>	<p>Retelling story  Story sack  Puppet theatre  Images of three bears – talking about differences between Mummy, Daddy and Baby bear.  Feelings of family members in stories – 3 Little pigs/Owl Babies/Hug.  Matching characters from different stories to make families.</p>	<p>Join in with routine songs and rhymes.  Role play focused on family members and experiences at home – supporting and modelling pretend play in the home corner.</p> <p><b>Capital culture</b> – use of outside space and woodland walk. Use of outside space. High quality language modelled continually. High quality book.</p>
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	PSED	CAL	PD	Literacy	Mathematics	UW	EA
<p><b>Skills</b></p>	<p>To separate from main carer and learn to adapt to the Nursery environment.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To wash hands after using the toilet.</p>	<p>To sing rhymes and look at picture books.</p> <p>To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p> <p>Develop communication that can be understood by others.</p>	<p>To take care of toileting needs independently.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To climb apparatus safely.</p> <p>To begin to show awareness of moving equipment safely with peers.</p>	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p>	<p>To talk about what happened today, yesterday and tomorrow.</p> <p>To count out a group of up to 5 objects.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners.</p> <p>To use 2D shapes to make arrangements.</p>	<p>To be able to talk about their body parts and what the function is of each part.</p> <p>To draw silhouettes and orally label body parts.</p> <p>To be able to identify similarities and differences between themselves and peers.</p> <p>To make self-portraits.</p>	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.</p> <p>To learn about art and music of Africa for Black History Month.</p> <p>Uses various construction materials.</p>

<b>Knowledge</b>	<p>To know that they can approach adults in Nursery when needed.</p>	<p>To know that stories have different character which could be real and pretend.</p> <p>To know to sing words clearly so that they are audible.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p> <p>To know that books in English should be read from left to right and one page at a time.</p> <p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p>	<p>To know that text can be used as a form of identification.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages.</p> <p>To learn a range of Nursery Rhymes.</p>	<p>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p> <p>To know that time can be measured using days.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p>	<p>To know about family structures and be able to talk about who is part of their family.</p>	<p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.</p> <p>To know that certain art types belong to different cultures. E.g. Africa.</p> <p>For children to be able to construct with a purpose and safely.</p>
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