



MEDIUM TERM PLANS

Autumn Term 1

Themes and Contexts: Me in my World. Exploring the Woods.	See Long Term Plans for Knowledge
What would we like the children to be demonstrating?	
Personal, Social and Emotional Development.	
<p>I call the 4 nursery adults by their name.</p> <p>I show that I can walk safely in the classroom, as directed by an adult.</p> <p>I am beginning to walk safely down the nursery ramp.</p> <p>I follow a simple route to walk safely to the forest with an adult.</p> <p>I can identify the Southridge First School logo on my uniform and on signs.</p> <p>I can name people in my family.</p> <p>I can identify when my friend is happy, and when they are sad.</p> <p>I know when I feel happy and when I feel sad.</p> <p>I begin to consider others' feelings when playing.</p> <p>I am beginning to take responsibility for putting away at least one object in the classroom.</p> <p>I try to use kind words and kind hands with the new people in my class.</p> <p>I show enjoyment of play in nursery.</p> <p>I show joy when being praised.</p>	
Communication Language	
<p>I pay attention to an adult in a short 1:1 task.</p> <p>I am beginning to feel confident to talk to an adult during my play.</p> <p>I am beginning to feel confident to talk to other children during my play.</p> <p>I stop when the teacher rings the tambourine.</p> <p>I use yes, please/no, thank you during snack time to communicate my needs.</p> <p>I select familiar objects by name, finding the right one from a small group of objects or going to find it.</p> <p>I use the Makaton signs for who, what and where, when prompted by an adult.</p> <p>I am beginning to understand who, what and where questions, during play and story time.</p> <p>I might use a Makaton sign for needing the toilet.</p>	

I follow a simple instruction such as 'put on your wellies.'

Physical Development

I can put on my wetsuit and wellies with help.

I clap using my hands, when prompted.

I stamp using my feet, with some control.

I adapt my walking for different surfaces, such as in the outdoor area - down a ramp, across the grass, in the mud.

I explore and investigate the rolling of small balls such as to knock down skittles or to play with a friend.

I am beginning to use my hands and legs with adult support, to climb the stairs on the climbing frame.

I follow simple routines for using the toilet, with adult help.

I am beginning to show I can manage my clothes when using the toilet.

I wash my hands with help from an adult.

I am beginning to understand the importance of brushing my teeth.

I scribble freely on large paper in a range of positions.

I wave flags and streamers in the outdoor area.

I can build towers out of Duplo.

Literacy

I am beginning to show interest in a short whole class story.

I join in with some of the words of Humpty Dumpty. I might use actions too by the following the teacher.

I show interest in finger rhymes, and begin to join in.

I begin to join in daily routine song such as the song for making a circle.

I use different tools and grips to explore making marks.

I can sometimes tell you what my mark making is.

I use a cupped hand to listen carefully to sounds in my environment.

I can recall a sound I have heard in a simple listening game.

I can make sounds by tapping a wooden beater against different objects in the outdoor area.

I can replicate the noises of familiar animals.

Mathematics

I am beginning to take part in finger rhymes using 5 fingers.
I spot groups of 1, 2 and 3 objects in the environment (subitise).
I begin to use simple mathematical language such as 'same', 'different' to compare small amounts.
I listen to numbers being recited and begin to join in.
I am beginning to use counting-like behaviour in my play such as pointing at objects.
I explore how to build with blocks of different shapes and sizes.
I can use some simple positional in play.
I can match pairs to demonstrate a grasp of commonality.

Understanding of the World.

I anticipate what I will find outside in September and October such as conkers, twigs and fallen leaves.
I am encouraged to use my senses to notice things about the materials I have collected.
I can name specific plants in the nursery garden and forest area e.g. lavender.
I can use binoculars and magnifying glasses to identify and observe familiar objects and living creatures in the outdoors.
I begin to adapt my behaviour around animals e.g. I stay quiet and use kind hands.
I use gentle hands when drawing on the whiteboard.
I talk about the sounds I make using my body, beaters and musical instruments.

Expressive Arts and Design.

I start to make marks intentionally.
I take opportunities to explore paint using my fingers.
I show interest in manipulating play-doh in different ways.
I join in simple wake and shake dance routines with my class.
I use junk materials for a specific purpose, as directed by an adult e.g., to make a home for a hedgehog.
I listen to classical music and respond appropriately.
I explore the making area and sometimes use the resources there to make something.

I begin to use a glue stick to join materials.

What words or phrases do we want the children to have experience of or use by the end of this half term?

PSED	CLD	PD	L	M	UW	EAD
<p>Teachers' names.</p> <p>Walk/run</p> <p>Staying Safe</p> <p>"I feel happy."</p> <p>"I feel sad."</p> <p>"Please can you help me?"</p> <p>"I need the toilet."</p> <p>Feelings - happy, sad, safe, cold, warm, hot.</p> <p>Forest area rules.</p> <p>Values - kindness, responsibility.</p> <p>What is the same?</p> <p>What is different?</p> <p>Play, home, nursery.</p>	<p><i>'Can you help me please?'</i></p> <p><i>'I can't do it yet.'</i></p> <p><i>'I need the toilet.'</i></p> <p><i>'Please.'</i></p> <p><i>'Thank you.'</i></p> <p>Well done, great listening, good looking. Good try.</p> <p>Who, what, where and when.</p> <p>Learning each other's names.</p>	<p>Roll, jump, walk, run, climb, wave, fast, slow.</p> <p><i>Can you build?</i></p> <p><i>Can you climb...?</i></p>	<p>Words and phrases from stories and rhymes.</p> <p>Loud, quiet.</p> <p>Pictures, words.</p> <p>Pen, pencil, chalk, paint, paper</p> <p>Days of the week song.</p> <p><i>Can you join in?</i></p>	<p>Lots/more/same/different/bigger/smaller.</p> <p>Up, down, on, off, under, over, inside, between, next to.</p> <p>Large, big, small, tiny.</p> <p><i>What can you see?</i></p> <p><i>Can you find a pair?</i></p> <p><i>What can you build with these shapes?</i></p>	<p>Change, different, same</p> <p>Autumn</p> <p>Wind</p> <p>Cold</p> <p>Season</p> <p>September, October</p> <p>Conkers, leaves, pine cones.</p> <p>Horse Chestnut, lavender, sunflower</p> <p>Tambourine, drum, triangle.</p> <p>Binoculars, magnifying glass.</p> <p><i>Can you find...?</i></p> <p><i>How does it feel?</i></p> <p><i>What can you see?</i></p> <p><i>What happens when...?</i></p>	<p>Paint, colour, dough, small world</p> <p>animals/people/car/train.</p> <p>How does it feel?</p> <p>"This is my..."</p> <p>"Look, a..."</p> <p><i>What are you making?</i></p> <p><i>What are you drawing?</i></p>

<i>How do you feel? Who have you played with today?</i>					<i>What is the weather like today?</i>	