

PSED

- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- Play with one or more other children, extending and elaborating play ideas.
- Begin to understand how others might be feeling.

EA&D

Use one-handed tools and equipment, for example, making snips in paper with scissors.

- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

UW

- Talk about what they see, using a wide vocabulary.
- Continue to develop positive attitudes about the differences between people.

Medium Term Planning

Year Group: Nursery

Term: Autumn 1

Year 2022

Topic: All about me

Key texts:

So Much by Trish Cooke

Funny Bones By Janet and Allan Ahlberg

Cultural Capital:

9 Curricular goals focus this term.

- Goal 1 - to settle in and be a confident learner.
- Goal 2 – know a range of nursery rhymes and familiar stories
- Goal 7 - produce their own family tree
- Goal 8 – Make a self portrait

CL & L

- Can start a conversation with an adult or a friend and continue it for many turns
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Maths

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- 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
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

PD

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

Literacy

Autumn 1 All about me	So Much by Trish Cooke	Stories with repetitive patterns	To socialise: Draw and label something that makes them happy '___makes me happy.'
	Funny Bones by Janet and Allan Ahlberg		To inform: Draw yourself and label your body parts To socialise: To label speech bubbles of the dialogue between the skeletons – e.g. park, house etc.

Maths Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn Starters: Number songs	Colours • Red • Blue • Yellow	Colours • Green • Purple • Mix of colours	Match • Buttons and colours • Matching towers • Matching shoes	Match • Match number shapes • Match shapes • Pattern handprints – big and small	Sort • Colour • Size • Shape	Sort • What do you notice? • Guess the rule • Guess the rule

<u>Goal 1:</u> Settle in and become a confident learner
Steps to Success: <ul style="list-style-type: none"> • Build relationships with staff and other children in nursery • Learn key people and pupil names • Separate confidently from their parent at the start of the day • Explore the different activities available • Initiate games and ideas with their peers • Understand the rhythms and routines of the day
Goal 2: Know a range of nursery rhymes and familiar stories

Steps to Success: <ul style="list-style-type: none"> • Engage with the core texts in nursery • Have opportunities to re-enact these stories • Join in with different nursery rhymes and learn them • Select a song they wish to sing and share this with the class • Join in with repeated words and actions • Understand the conventions of a book and how to turn the pages as you read • Re-tell a favourite story to their friends and other adults • Use appropriate prepositions to describe where a character is e.g. under, over, next to. • Understand that letters make sounds and link sounds to actions using phase 1 and 2 phonics
Goal 3: Write your whole name and the initial sounds of other significant people in your life e.g. mum

Steps to Success:
<ul style="list-style-type: none"> • Build up fine and gross motor skills through a range of opportunities in nursery e.g. throwing and catching, pushing and pulling objects, using paint and playdough. • Explore mark making using different mediums e.g. chalk, sand, crayons, paint • Engage in phase 1 phonics and understand that there are sounds all around us and that sounds can be represented as letters • Ascribe meaning to the marks they are making e.g. that's my dad • Make more controlled marks e.g. line, circle, zig zag. • Understand the language up, down, round when mark making • Recognise their printed name and can copy some of the letters. • Independently write their initial letter and then add to this to write their whole name.
Goal 4: Participate in a whole class assembly
Steps to Success:
<ul style="list-style-type: none"> • Build relationships within their class • Develop a speaking and listening voice • Understand a sequence of events • Learn songs and rhymes • Know how to engage with an audience • Work as a team • Express feelings using words not actions • Use appropriate language to resolve conflicts
Goal 5: Use a balance board effectively
Steps to Success:
<ul style="list-style-type: none"> • Develop balancing skills through using the equipment outside • Coordinate movements to effectively run, jump, throw, catch • Cooperate with others when playing • Map out a route and follow it using the equipment outside • Use a balance board to effectively travel from one part of the playground to another. • Work with others to create a moving 'vehicle' e.g. several boards linked together • Be able to hop, skip and jump • Add strength to gross and fine motor skills to e.g. hold a pencil comfortably and use scissors accurately
Goal 6: Create models that involve pattern and shape.
Steps to Success:
<ul style="list-style-type: none"> • Recognise patterns around us • Recreate these patterns using a range of different mediums and recreate them e.g. an animal picture using zebra stripes or cheetah spots • Recognise different 2d and 3d objects around them e.g. bus, car • Understand the different components that a 3d object has e.g. wheels • Use recycled materials to re-create their chosen object e.g. a cereal box could become a lorry • Begin to name the shapes they see within 2d objects e.g. square, rectangle, circle • Produce something they feel proud of
Goal 7: Produce their own family tree

Steps to Success:
<ul style="list-style-type: none"> • Understand that families are all different • Recognise important people in their own family • Share who is in their family with others • Use different mediums and techniques to draw members of their family by using circles for heads and straight lines for arms and legs • Display their family trees confidently
Goal 8: Make a self-portrait
Steps to Success:
<ul style="list-style-type: none"> • Recognise themselves in a mirror • Name the parts of their face e.g. face, eyes, nose • Use different mediums to recreate themselves by drawing a circle for their face • Understand that there are different coloured skin tones, eyes and hair and that we are not all the same. • Produce a picture that they are proud of and that can be displayed
Goal 9: Follow a recipe and bake bread
Steps to Success:
<ul style="list-style-type: none"> • Understand that different ingredients can be mixed together to make something new e.g. by making playdough • Use the outside kitchen to recreate their own recipes e.g. dry pasta, sand, mud • Know that there are different ways to measure something e.g. spoon, cup • Follow a pictorial recipe and discuss with an adult what comes next in the sequence • Count in order the number of cups/scoops that are required • Take part in small group cooking activities that result in a finished product e.g. bread

Personal, Social and Emotional Development

Yearly Focus

- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- Play with one or more other children, extending and elaborating play ideas.
- Begin to understand how others might be feeling.

Expressive Arts and Design

Yearly Focus

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Understanding the World

Yearly focus

- Talk about what they see, using a wide vocabulary.
- Continue to develop positive attitudes about the differences between people.

Communication & language

Yearly Focus

- Can start a conversation with an adult or a friend and continue it for many turns
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Maths

Yearly focus

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
 - 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
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Literacy

Yearly focus

- Write some or all their name
- 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

Physical Development

Yearly focus

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
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