



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.

I call the 4 nursery adults by their name.

I show that I can walk safely in the classroom, as directed by an adult.

I am beginning to walk safely down the nursery ramp.

I follow a simple route to walk safely to the forest with an adult.

I can identify the Southridge First School logo on my uniform and on signs.

I can name people in my family.

I can identify when my friend is happy, and when they are sad.

I know when I feel happy and when I feel sad.

I begin to consider others' feelings when playing.

I am beginning to take responsibility for putting away at least one object in the classroom.

I try to use kind words and kind hands with the new people in my class.

I show enjoyment of play in nursery.

I show joy when being praised.

Communication Language

I pay attention to an adult in a short 1:1 task.

I am beginning to feel confident to talk to an adult during my play.

I am beginning to feel confident to talk to other children during my play.

I stop when the teacher rings the tambourine.

I use yes, please/no, thank you during snack time to communicate my needs.

I select familiar objects by name, finding the right one from a small group of objects or going to find it.

I use the Makaton signs for who, what and where, when prompted by an adult.

I am beginning to understand who, what and where questions, during play and story time.

I might use a Makaton sign for needing the toilet.

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." "I feel sad." "Please can you help me?" "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? What is different?</p> <p>Play, home, nursery.</p>	<p>'Can you help me please?'</p> <p>'I can't do it yet.'</p> <p>'I need the toilet.'</p> <p>'Please.'</p> <p>'Thank you.'</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>Can you build? Can you climb...?</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>Can you join in?</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>What can you see? Can you find a pair? What can you build with these shapes?</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>Can you find...? How does it feel? What can you see? What happens when...?</p>	<p>Paint, colour, dough, small world animals/people/car/train.</p> <p>How does it feel?</p> <p>"This is my..." "Look, a..."</p> <p>What are you making? What are you drawing?</p>

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