

Gatley Primary School Nursery Medium Term Plan: Autumn



"Does Everybody Have A Super Power?"

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	W.C 05.09.22	W.C 12.09.22	W.C 19.09.22	W.C 26.09.22	W.C 03.10.22	W.C 10.10.22	W.C 17.10.22
Autumn 1	Mon/Tues						
	meeting with						
	parents						
			Englis	h			
Class Text	Who's In My Fami	ily?	How to save a Superhero)	Clothes Line Clues	to Jobs people do and	Real Superheroes
	Baseline	Baseline	Baseline	Reading	Reading	Writing (Grammar)	Writing (Grammar)
	Can children	Can children talk	What letters/sounds	Vocabulary and	Vocabulary and	Vocabulary and	Vocabulary and
	draw	about a familiar	do children know? Can	Language	Language	Spelling	Spelling
Powerful Knowledge	themselves and	story?	they write any of	Talk about 'how	Talk about 'how to	Draw yourself as a	Draw yourself as a
Concept and detail	write their		them?	to save a	save a superhero' in	'superhero.' What	'superhero.' What
	name.			superhero' in	detail.	words would you	words would you
				detail.		use to describe	use to describe
						yourself?	yourself?
			Math	S			
Powerful Knowledge	Baseline	Baseline	Baseline	Number -	Number - Counting,	Making	Making
Concept and detail	What numbers	What shapes do	Can children create	Counting,	Rounding &	Connections -	Connections -
	do children	children recognise?	and continue a 2 step	Rounding &	Estimating	Geometry	Geometry
	recognise? Can		repeating pattern?	Estimating	Count a variety of	Talk about and	Talk about and
	they write any?			Count a variety	objects to secure an	explore a variety of	explore a variety of
				of objects to	understanding of 1:1	2D and 3D shapes	2D and 3D shapes
				secure an	correspondence		
				understanding			
				of 1:1			
				correspondence			





				Found	lation S	Subjects				
	Question Driving Learning	Why d	Why do we remember our family?			Who helps us?				
Main Topic	Subject Discipline	Creating our	History	History	Low Stakes Quiz	RSHE	History	History	Quiz	Sticky Knowledge
	Powerful Knowledge Concept and detail	curriculum maps	Local Conceptual Knowledge Looking at our families and why they are important to us.	Local Conceptual Knowledge Looking at our families and why they are important to us.		Families And People Who Care For Me How do Super Heroes help us?	Invasion, Struggle and Power Who helps us within our local community?	Invasion, Struggle and Power Who helps us within our local community?	Low Stakes Q	Week
	Subject Discipline	Art	Art	Art		Drama	Drama	Drama		Drama
Minor Topic	Powerful Knowledge Concept and detail	Control & Accuracy Create your own family by making marks using a range of equipment such as paint and crayons.	Control & Accuracy Create your own family by making marks using a range of equipment such as paint and crayons.	AccuracyControl & Accuracyreate your ownCreate your ownmily by makingby making markmarks using aa range of equipmentge of equipmentsuch as paintch as paint andcrayons.		Performance Children to take part in pretend play using objects to represent different Super Heroes.	Performance Children to take part in pretend play using objects to represent different Super Heroes.	Improvisation Children to prete to be a real life Super Hero e.g. firefighter.		Improvisation Children to pretend to be a real life Super Hero e.g. firefighter.





l Assessment	Subject Discipline Powerful knowledge Statement and detail		Social UnderstandingSocial UnderstandingUnderstandingBeliefsBeliefsBeliefsChildren can talk about their family and begins to make sense of their ownChildren can talk about their family and begins to make sense of their own life story through		Managing Challenges Children are beginning to show	PSHE Managing Challenges Children are beginning to show confidence in new	PSHE Exploring Values & Attitudes Starting to show that children can consistently follow	PSHE Exploring Values & Attitudes Starting to show that children can consistently follow
Dual			life story through looking at photographs.	looking at photographs.	confidence in new situations	situations	the schools rules.	the schools rules.
			photographis	Phon	ics			
Powerful knowledge statement and detail		Phase One Phonics Environmental sounds – develop childrens listening skills and awareness of sounds in the environment.	Phase One Phonics Environmental sounds – develop childrens listening skills and awareness of the environment.	Phase One Phonics Instrumental sounds – develop awareness of sounds made with instruments.	Phase One Phonics Instrumental sounds – develop awareness of sounds made with instruments.	Phase One Phonics Body Percussion – Develop awareness of songs and rhymes.	Phase One Phonics Body Percussion – Develop awareness of songs and rhymes.	Phase One Phonics Rhythm and Rhyme – Develop awareness of rhythm and rhyme in speech.
				Mus	ic			
	l knowledge nt and detail	Listening and Evaluating Shows attention to sounds and music, responding emotionally and physically when it	Listening and Evaluating Shows attention to sounds and music, responding emotionally and physically when it	Listening and Evaluating Shows attention to sounds and music, responding emotionally and physically when it	Theoretical Understanding Shows understanding of melodic shape through the use of their voice.			
		changes.	changes.	changes.				





			PE				
Outdoor	Developing Technique Uses large muscle moments to develop gross motor skills Take part in activities such as kicking, throwing and jumping	Developing Technique Uses large muscle moments to develop gross motor skills Take part in activities such as kicking, throwing and jumping	Developing Technique Uses large muscle moments to develop gross motor skills Take part in activities such as kicking, throwing and jumping	Tactics and Strategies Follows simple rules Play a variety of games such as 'Simon says' to develop their gross motor skills whilst also following simple rules of a game.	Tactics and Strategies Follows simple rules Play a variety of games such as 'Simon says' to develop their gross motor skills whilst also following simple rules of a game.	Tactics and Strategies Follows simple rules Play a variety of games such as 'Simon says' to develop their gross motor skills whilst also following simple rules of a game.	Tactics and Strategies Follows simple rules Play a variety of games such as 'Simon says' to develop their gross motor skills whilst also following simple rules of a game.
Indoor	Developing Technique Uses large muscle moments to develop gross motor skills Take part in activities such as kicking, throwing and jumping	Developing Technique Uses large muscle moments to develop gross motor skills Take part in activities such as kicking, throwing and jumping	Developing Technique Uses large muscle moments to develop gross motor skills Take part in activities such as kicking, throwing and jumping	Tactics and Strategies Follows simple rules Play a variety of games such as 'Simon says' to develop their gross motor skills whilst also following simple rules of a game.	Tactics and Strategies Follows simple rules Play a variety of games such as 'Simon says' to develop their gross motor skills whilst also following simple rules of a game.	Tactics and Strategies Follows simple rules Play a variety of games such as 'Simon says' to develop their gross motor skills whilst also following simple rules of a game.	Tactics and Strategies Follows simple rules Play a variety of games such as 'Simon says' to develop their gross motor skills whilst also following simple rules of a game.





Week 1 Week 8 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Autumn 2 W.C 31.10.23 W.C 07.11.23 W.C 14.11.23 W.C 21.11.23 W.C 28.11.23 W.C 05.12.23 W.C 12.12.23 W.C 19.12.23 Enalish What do you celebrate? **Class Text** The Best Diwali Ever Little People, BIG DREAMS: Florence Nightingale Writing Writing Reading **Reading Inference** Writing Writing (Grammar) Writing Writing Inspiration -Inspiration -Inspiration – Inference and and Deduction -(Grammar) Vocabulary & Inspiration -Choose a Choose a picture **Deduction** – Beginning to respond Vocabulary & Spelling – Draw a Choose an act of Choose an act of picture from from 'The Best Beginning to appropriately to Spelling – Draw picture of Florence kindness that kindness that 'The Best Diwali Diwali Ever' and respond stories and can a picture of Nightingale and use Florence Florence Powerful Knowledge Ever' and describe the appropriately to deduct basic Florence words to describe Nightingale did Nightingale did from the Concept and detail describe the events. Children stories and can information from Nightingale and her. from the pictures. events. Children are beginning to deduct basic use words to Children to speak pictures. pictures. are beginning to mark make their information describe her. in long sentences Children to mark make thoughts. from pictures. to speak about speak in long their thoughts. this. sentences to speak about this. Maths Powerful Knowledge Number -Number – Making **Making Connections** Number – Place Number – Place Making Making Concept and detail - Position & Value Connections -Number Sense Number Sense Connections -Value Connections -Position & Direction Develop fast Children to Children to apply Develop fast Measurement Measurement apply their skill their skill of Direction Looking at using recognition of recognition of up (including time) (including time) of counting to counting to link Looking at using positional language up to 3 objects to 3 objects Begin to describe Begin to to describe where 'subisiting.' link numerals numerals and positional 'subisiting.' a sequence of describe a and amounts. amounts. language to things are. events, using sequence of describe where words such as events, using 'first.' things are. words such as 'first.'





					Foundation Sub	jects					
	Question Driving Learning		ls everybody	the same?		Are al	Are all superheroes imaginary?				
. <u>.</u>	Subject Discipline	Social Understanding & Art	Social Understanding & Art	Social Understanding	Social Understanding	iz	History	History	History	ij	
Main Topic	Powerful Knowledge Concept and detail	Rituals, Celebrations and Life Styles Look at Diwali and the celebrations in detail. Create Rangoli patterns using a variety of tools.	Rituals, Celebrations and Life Styles Look at Diwali and the celebrations in detail. Create Rangoli patterns using a variety of tools.	Reflection & Growth Children to talk about what is important to them and how they are different to others	Reflection & Growth Children to talk about what is important to them and how they are different to others	Low Stakes Quiz	World Civilisations and Empire Look at a real life superhero – Florence Nightingale	World Civilisations and Empire Look at a real life superhero – Florence Nightingale	The Arc Of British History How did Florence Nightingale help us?	Low Stakes Quiz	Curriculum Evaluation Week
	Subject Discipline	Geography	Geography	Geography	Geography		Science	Science	Science		Science
Minor Topic	Powerful Knowledge Concept and detail	Map Reading and Navigation Children to follow instructions and use positional language to navigate their way around our setting.	Map Reading and Navigation Children to follow instructions and use positional language to navigate their way around our setting.	Map Reading and Navigation Children to follow instructions and use positional language to navigate their way around our setting.	Map Reading a Navigation Children to foll instructions and positional langu to navigate their around our sett	ow use age way	Drawing Conclusions Look at how the seasons have changed	Drawing Conclusions Look at how the seasons have changed	Drawing Conclusion Look at how seasons hav changed	is the	Drawing Conclusions Look at how the seasons have changed





	Subject	Communication	Communication &	Communication	Communication &	PSHE	PSHE	PSHE	PSHE
Ħ	Discipline	& Languages	Languages	& Languages	Languages				
Assessment	Powerful Knowledge	Listening, Attention and	Listening, Attention and	Speaking Children are	Speaking Children are able to	Awareness of Relationships	Awareness of Relationships	Exploring Emotions &	Exploring Emotions &
SSL	Concept	Understanding	Understanding	able to	articulate their	Forming positive	Forming positive	Developing Self-	Developing Self-
e e	and detail	Children are	Children are	articulate their	thoughts and feelings	relationships	relationships with	Awareness	Awareness
ASS	and actain	developing their	developing their	thoughts and	clearly.	with other	other children and	Looking at	Looking at
		listening skills	listening skills by	feelings clearly.	cicariyi	children and can	can play	different	different
ual		by listening to	listening to stories			play	cooperatively with	emotions and	emotions and
Ō		stories and	and remembering			cooperatively	them.	facial expressions	facial
		remembering	5			with them.			expressions
					Phonics				
		Phase One	Phase One	Phase One		Dhara Qua		Phase One	
		Phonics	Phonics	Phonics	Phase One Phonics	Phase One Phonics	Phase One Phonics	Phonics	
		Rhythm and	Alliteration –	Alliteration –	Voice sounds –	Voice sounds –	Oral blending and	Oral blending and	Phase One
Doworf	ul knowledge	Rhyme –	Begin to hear	Begin to hear	explore speech	explore speech	segmenting – begin	segmenting –	Phonics
	ent and detail	Develop	sounds at the	sounds at the	sounds, including	sounds,	to hear different	begin to hear	Consolidation of
Statem		awareness of	beginning of	beginning of	oral blending and	including oral	sounds within	different sounds	Phase One
		rhythm and	words and hear	words and hear	segmenting.	blending and	words and in the	within words and	Phonics.
		rhyme in	differences	differences		segmenting.	order they occur.	in the order they	
		speech.	between them.	between them.				occur.	
					Music				
	ul knowledge ent and detail	Improvisation Explores voice, enjoying making a range of sounds.	Improvisation Explores voice, enjoying making a range of sounds.	Improvisation Explores voice, enjoying making a range of sounds.	Vocal Performance Participates in songs and rhymes, taking part in action songs.	Vocal Performance Participates in songs and rhymes, taking part in action songs.	Vocal Performance Participates in songs and rhymes, taking part in action songs.	Vocal Performance Participates in songs and rhymes, taking part in action songs.	Vocal Performance Participates in songs and rhymes, taking part in action songs.





				PE				
	Competing and	Competing and	Competing and	Performance	Performance	Performance	Performance	Performance
	Collaborating	Collaborating	Collaborating	Moves around space	Moves around	Moves around	Moves around	Moves around
	Participates in	Participates in	Participates in	in a variety of ways.	space in a	space in a variety	space in a variety	space in a
	simple games	simple games and	simple games		variety of ways.	of ways.	of ways.	variety of ways.
	and take part in	take part in group	and take part in	Practice dances and				
	group activities	activities made for	group activities	actions ready for our	Practice dances	Practice dances	Practice dances	Practice dances
	made for	themselves or in	made for	production.	and actions	and actions ready	and actions ready	and actions
	themselves or	teams.	themselves or in		ready for our	for our production.	for our	ready for our
Outdoor	in teams.		teams.		production.		production.	production.
000000		Children						
	Children	encouraged to use	Children					
	encouraged to	the resources	encouraged to					
	use the	available to create	use the					
	resources	games for	resources					
	available to	themselves or in	available to					
	create games	teams.	create games					
	for themselves		for themselves					
	or in teams.		or in teams.					
	Developing	Developing	Developing	Performance	Performance	Performance	Performance	Performance
	Techniques	Techniques	Techniques	Moves around space	Moves around	Moves around	Moves around	Moves around
	Develops fine	Develops fine	Develops fine	in a variety of ways.	space in a	space in a variety	space in a variety	space in a
	motor skills	motor skills	motor skills		variety of ways.	of ways.	of ways.	variety of ways.
Indoor				Practice dances and				
	Create a Diva	Create a Diva	Create a Diva	actions ready for our	Practice dances	Practice dances	Practice dances	Practice dances
	lamp using salt	lamp using salt	lamp using salt	production.	and actions	and actions ready	and actions ready	and actions
	dough.	dough.	dough.		ready for our	for our production.	for our	ready for our
					production.		production.	production.