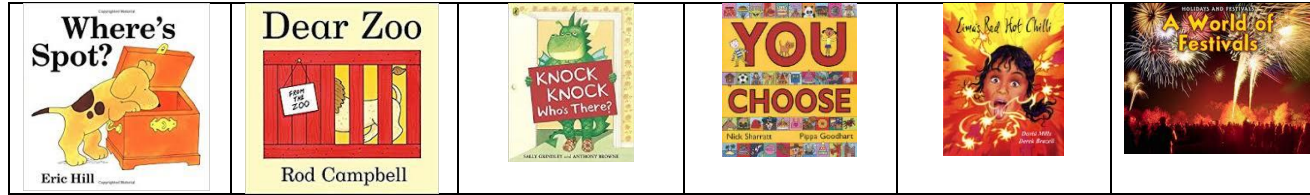


Core books



My Family

mother, father, baby, parent, daughter, son, stepmother, family, cousins, step father, aunt, niece, uncle, grandfather, sister, brother, grandchildren, grandmother

hair, forehead, eye, nose, cheek, chin, mouth, ear, eyebrow

MY BODY

I AM FEELING

HAPPY, SAD, ASHAMED, PROUD, DISAPPOINTED, ANGRY, SURPRISED, TIRED, JEALOUS, SILLY, EXCITED, BORED, CALM, SCARED, CONFUSED, SORRY

Camper van, Tent, Igloo, Lighthouse, Detached house, Cottage, Vila, Block of flats (UK), Apartment building (U.S.), Terraced houses, Castle, Semi-detached houses, Skyscraper/ High Rise

Welcome

Bienvenido (spanish), স্বাগতম (bangali), خوش آمدید (urdu), Witajcie (polish), Bine ați venit (romanian), Bienvenue (french), خوش آمدید (farsi), Willkommen (german), 歡迎 (chinese), וָוֶלְוִי (hebrew), Bemvindo (portuguese), स्वागतम् (hindi), Добро пожаловать (russian), ДОБРЕ ДОШЛИ (bulgarian), أهلاً وسهلاً (arabic), Mirëseerdhët (albanian), Hoş geldiniz (turkish), Fáilte (irish), Sveiki (lithuanian), Benvenuto (italian), स्वागतम् (hindi), Isten Hozott (hungarian), Soo dhawoow (somali), नी आइयां ठुं (nepali), بهخیر بین (kurdish sorani), Rát hoan nghênh (vietnamese), Vítejte (czech), 어서 오십시오 (korean), Dobro došli (croatian), ようこそ (japanese), Vitajte (slovak), Karibu (swahili), E ku abo (yoruba), स्वागतम् (nepali), Kalós Orisate (greek), Välkommen (swedish), Welkom (dutch), באגריסונג (yiddish), Laipni lūdzam (latvian), T'aves bachtalo (romani), Maligayang pagdating (tagalog), Fáilte (scottish gaelic), நல்வரவு (tamil), Kushi bok (romany), Velkommen (norwegian), സ്വാഗതം (malayalam), Bi xêr hatî (kurdish kurmani), Croeso (welsh), Akwāba (fula)

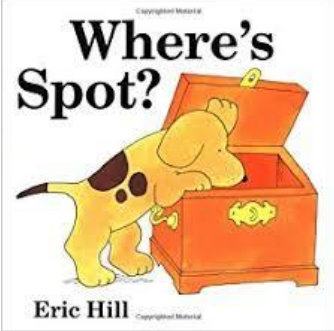
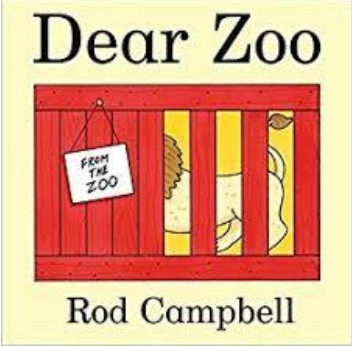
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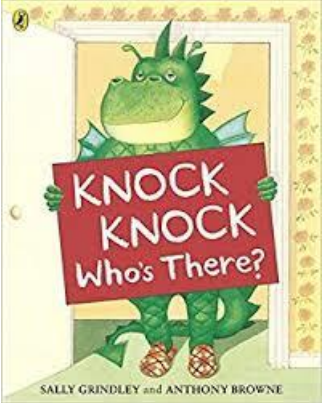
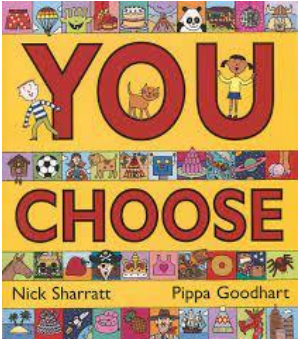
WHO AM I ?

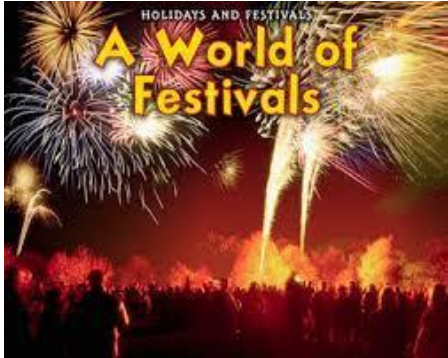
	<h2>Who am I ?</h2>
<p>Experiences (visits, performances, family nights)</p>	<p>Birthday parties Friendly Friday's Park visits Walks to the post box Feeding the ducks Songs around the Christmas Tree Food and Family Art Night Tasting – what do I like or not like?</p>
<p>Celebrations</p>	<p>Bonfire night Halloween Christmas Diwali Harvest Festival Remembrance Day (11/11)</p>

<p style="text-align: center;"><u>Vocabulary</u></p> <p>ME eyes, nose, ears, brown, blonde, grey, red, curly, straight, short, long, skin, freckles mum, dad, baby, granddad, grandma, nana, sister, brother, auntie, uncle, son, daughter, niece, nephew, grandchild, celebration, relatives,</p> <p>FAMILY Me, I, family, friend, mum, dad, baby, granddad, grandma, nana, sister, brother, auntie, uncle, son, daughter, niece, nephew, grandchild, celebration, relatives,</p> <p>EMOTIONS happy, cross sad, angry, scared, worried, excited,</p> <p>HOMES bathroom, bedroom, living room, lounge, kitchen, bungalow, flat, castle, terraced, cottage, detached, semi-detached,</p> <p>PETS cat, dog, gerbil, hamster, budgie, fish,</p> <p>PREFERENCES like, don't like, tasty, sour, disgusting, gorgeous</p> <p>SENSES, taste, touch, sight, hearing, smell</p>

For our 2 year olds		
Which Core Book ?	Why we chose it ?	Key vocabulary
 <p>Where's Spot? Eric Hill</p>	<p>We like the interactive nature of the book as the flaps encourage children to make a prediction. It introduces the children to the language of places at home, positional language and animal names.</p>	<p>where, dinner, naughty, good, boy behind, door, bear, inside, clock, snake, dog, piano, hippopotamus, under, stairs, lion, wardrobe, monkey, crocodile, bed, tortoise, basket, eat, lift, flap, book</p>
 <p>Dear Zoo Rod Campbell</p>	<p>We like the interactive nature of the book as the flaps encourage children to make a prediction. It introduces the children to the names of animals and adjectives e.g. tall, grumpy. It is a great conversation starter "Which animals would you like to live with?"</p>	<p>zoo, dear, wrote, pet, elephant, heavy, big, giraffe, fragile, tall, lion, danger, fierce, camel, care, grumpy, snake, scary, monkey, naughty, frog, jumpy, puppy, dog, perfect, lift, flap, book, crate, basket, box, label</p>

For our 3 and 4 year olds

Which Core Book ?	Why we chose it ?	Key vocabulary
<p style="text-align: center;">Autumn 1</p>  <p style="text-align: center;">SALLY GRINDLEY and ANTHONY BROWNE</p>	<p>This story helps children to make predictions and look for clues in the wallpaper. It encourages the children to look more closely as Dad's slippers are on each character. They can also explore emotions of being scared or brave. It also introduces the children to thinking bubbles and capital letters for emphasis.</p>	<p>knock, who's, gorilla, furry, huge, arms, teeth, breath, hug, won't, witch, wicked, magic, pointed, ghost, creepy, jangle, clank, chains, spook, fierce, scaly, dragon, tallest, giant, tread, cuddly.</p>
<p style="text-align: center;">Autumn 1</p>  <p style="text-align: center;">Nick Sharratt Pippa Goodhart</p>	<p>This book supports the development of the children's observational skills. It encourages children to express preferences and helps them to extend their vocabulary connected to homes, clothing, food and transport etc. It is really good for bilingual children.</p>	<p>If, where, anywhere, jungle, city, portrait, frame, gallery, 'what do you notice?' like, favourite, interesting, different, home, same, furniture, indoor, outdoor, travel, transport, wheels and wings, flippers, springs, hungry, feast, dinner, healthy, unhealthy, types of clothes, wardrobe, types of shoes, animals, more, job, enjoy, snooze</p>

For our 3 and 4 year olds		
Which Core Book ?	Why we chose it ?	Key vocabulary
<p>Autumn 2</p> 	<p>This story introduces the children to different foods and descriptive language such as 'hard' and 'shiny'. It gives an opportunity to look at dual languages on the page and notice that they are different. It also is a way to discuss family members and the consequences if you do something you have been asked not to do. It is an opportunity to taste the different foods and express a preference.</p>	<p>Front cover, author, illustrator, blurb, back cover, spine, chilli, hungry, kitchen, mother, nibble, hairy, brown, coconut, hard, shiny, samosa, spaghetti, can, tin opener,, sticky, sweets, high, pastries, delicious, hot, secretly, crunch, hotter, fireworks, swallowed, dollops, mountains, wobbly, mango, juicy, huge, full, phew! (exclamation marks),</p>
<p>Autumn 2</p> 	<p>This non-fiction book helps children understand how an information book works. It helps them to recognise that everyone celebrates for different occasions. It gives value to celebrations that are not familiar to them. It introduces children to the idea of a calendar and the way events repeat every year.</p>	<p>Front cover, author, illustrator, blurb, back cover, spine, festival. world, contents page, photographs, celebrate, holidays, special, together, different, religion, belief, country, calendar, parades, Christian, Easter, year, months, Chinese, Divali, Hindu, Sikh, lights, rangoli, mendhi, Hanukkah, Jewish, menorah, dreidel, prayer, Ramadan, Eid, Muslim, sunrise, sunset, fast, poor, Christmas, Jesus, crib, carols, church. Halloween, pumpkin, fancy dress, bonfire, fireworks, glossary, index</p>



Some of our favourite texts	Core rhymes and songs	Rhymes and songs
<p>Pirate Pete Once upon a time There's an alien in your book Trucks and diggers Colour monster Shark in the snow Little Robin Red Vest</p> <p>THINK EQUAL Me, myself and I Is there anyone like me? How we feel Wally the wave Caring animals My special hair My voice Helping hands The wall Home</p>	<p>ALL YEAR</p> <p>Birthday songs Stand up ... you're 3...4 years old 4 little candles on a birthday cake Happy Birthday</p> <p>Favourite circle games Ring-a-roses Hokey Cokey Here we go round the mulberry bush Here we go looby lou Oranges and lemons</p>	<p>2 year olds Humpty Dumpty Baa baa black sheep Peter Pointer</p> <p>3 and 4 year olds Row, row, row your boat Please and thank you song 5 little leaves 1,2,3,4,5</p> <p>Christmas songs When Santa got stuck up the chimney Father Christmas, Father Christmas We wish you a Merry Christmas 3 little snowmen Twinkle, twinkle little star</p>



<u>Big Books this term</u>			
<p>A quiet night in Owl babies More or less A is for Africa The monster's party Ridiculous! My first big book of shapes The jigaree This is the bear Clapping games Hairy Bear Rhymes to remember Each peach pear plum Smarty Pants The snow lambs</p>	<p>Autumn Pass the Jam Jim Rhymes to remember Patterns everywhere Sort it out Who wears shoes ? Katie Morag and two Grandmothers Who will be my Mother? The hungry giant A big book of counting and chanting rhymes Goldilocks and the 3 bears The three bears and Goldilocks Kipper's birthday Meanies Can't you sleep little bear? Keeping fit Samira's Eid Autumn Once upon a time</p>	<p>Can't you sleep little bear This old man</p>	<p>Once upon a time</p>



Autumn Term Medium Term Plan
Knowledge Development

WHO AM I ?

This is the knowledge we want to share with our children THIS TERM to ensure they become part of our curious community of life long learners.

At Lark Hill Nursery School we have created a knowledge development document to help us identify the progression of knowledge we want for our learners. They may be at different stages of their development journey, this document helps us to identify where children are up to, what they might need more support with and what their next steps are. The non-statutory guidance from Development Matters (2021) and Birth to Five Matters (2021) has helped us to make informed decisions about what knowledge we want our children to gain at each stage of their development journey. It is devised into section of what might expect for children at different ages and stages however we are mindful that every child is unique and develops at their own pace. We have also added a column to each section which shows what our adults will do to help support children’s learning. Teaching and learning is not limited to what is seen in this document, we work in the moment and trust that our staff see and seek out those teachable moments that follow children’s interests and inspire them to become life long learners. We provide an environment which supports learning when an adult is not directly with them. More detail can be found in our ‘Progression in Play at Lark Hill Nursery School’ document and displayed in each area our provision.



Communication and Language

	What adults do to support this
<p>2 year olds</p> <ul style="list-style-type: none"> • Turn and respond to someone who is talking • Copy gestures and words • Make vocalisations in response to others • Repeat single words • Join in with rhymes • Copy actions in rhymes • Listen and enjoy short, interactive stories. • Starting to show signs of attention • Respond to adults and other children engaging in role play • Hearing and exploring different phonemes. • Naming some objects and repeating back when words are modelled. • Respond to 1 part instructions 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Be available for the children to respond to their interests. • Model language • Sing rhymes throughout the day • Demonstrate good listening skills • Model domestic role play • Name items • Reading stories • Using WellComm Assessments to inform good practice and the big book of ideas for follow up activities. • Use Makaton and visuals to support accepting the routine. • Use of PODD boards to support choice making and language development. • Follow the Nursery assessment cycle
<p>Rising 3s (the term you turn 3)</p> <ul style="list-style-type: none"> • Listen to other people talk for very short periods (when beside them in play) • Develop role play, playing alongside adults and children engaged in the same space • Hear phonemes /l/ /r/ /j/ in words and echoed back to them accurately • Hear familiar multi-syllabic words e.g. cucumber • Listen to short stories • Begin to understand and, with adult support, act on longer sentences 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Be available for the children to respond to their interests. • Model language • Use 'Word aware' approach to introduce new words in a group time • Label the children's emotions • Respond to the start of a conversation (this may not lead to a response back) • Share stories and have conversations about them.



Autumn Term Medium Term Plan

WHO AM I ?

<ul style="list-style-type: none"> • Begin to understand and, with adult modelling, respond to who, what, where questions 	<ul style="list-style-type: none"> • Model who, what, where questions • Use Makaton and visuals to support accepting the routine. • Use of PODD boards to support choice making and language development.
<p>3 and 4 year olds</p> <ul style="list-style-type: none"> • Talk about familiar books • Increase song & Rhyme repertoire • Split their attention (listen and do) • Begin to increase vocabulary • Experiment with use of plurals and tenses (often modelled back by an adult) • Develop sentences to use 4 -6 words • Begin to have a real conversation with adults • Use communication to organise play (maybe gesture not talk) 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Point out the characteristics of different books • Introduce new songs and rhymes • Begin to spot rhymes in stories • Extend and challenge vocabulary • Use 'Word aware' approach to introduce new words in a group time • Engage in meaningful conversations. • Offer suggestions to develop a narrative in play. • Use Makaton and visuals to support accepting the routine. • Use of PODD boards to support choice making and language development.
<p>Challenge</p>	



Personal, Social and Emotional Development

	What adults do to support this
<p>2 year olds</p> <ul style="list-style-type: none"> Express preferences through pointing and reaching. Experiencing transitions e.g. saying goodbye, moving to group time. Exploring nursery alongside key person. Take turns when directed by an adult. Play alone happily around other children. Experience different emotions. 	<ul style="list-style-type: none"> Spot the 'teachable' moment. Being present with children 'in the moment'. Meet families through Stay and Play sessions Plan for each child's needs e.g. slower starting arrangements Go on home visits and start to build a partnership Creating one page profiles for each child to help all staff know each child Encourage them to be around other children and provide reassurance Label emotions Offer ELSA (Emotional Literacy Support) sessions for children who need extra nurture. Use Makaton and visuals to support understanding the routine. Use of PODD boards to support choice making and language development.
<p>Rising 3s (the term you turn 3)</p> <ul style="list-style-type: none"> Express preferences using gesture and increasingly talk Begin to develop relationships with key adults and peers Play alongside their peers Adults to label and validate emotions Begin to feel confident becoming independent in the setting Begin to show some control in turn taking with an adult Begin to develop friendships with other children 	<ul style="list-style-type: none"> Spot the 'teachable' moment. Being present with children 'in the moment'. Know each child individually Plan for each child's needs e.g. slower starting arrangements Meet families through Stay and Play sessions Go on home visits and start to build a partnership Creating one page profiles for each child to help all staff know each child Encourage them to be around other children and provide reassurance



Autumn Term Medium Term Plan

WHO AM I ?

	<ul style="list-style-type: none"> • Offer ELSA (Emotional Literacy Support) sessions for children who need extra nurture. • Model language of preference • Support turn taking through language, gestures and games. • Introduce children with similar interests to each other. • Use Makaton and visuals to support understanding the routine. • Use of PODD boards to support choice making and language development.
<p>3 and 4 year olds</p> <ul style="list-style-type: none"> • Independently select activities • Develop a sense of responsibility, with adult direction • Become confident with key person and group • Begin to follow the rules and boundaries with adult support Develop confidence to come into the setting • Use Makaton and vocabulary to express how they feel, modelled by adults 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Meet families through Stay and Play sessions • Go on home visits and start to build a partnership • Creating one page profiles for each child to help all staff know each child • Encourage them to be around other children and provide reassurance • Discussing the reasons for rules and understanding the consequences such as hurting themselves. • Teach Makaton signs of the week and use visuals to support understanding the routine. • Use of PODD boards to support choice making and language development.
<p>Challenge</p>	



Physical Development

	What adults do to support this
<p>2 year olds</p> <ul style="list-style-type: none"> • Move to music • Move around different parts of the Nursery • Walk up our slope • Push along wheeled toys with support • Happy to get changed. Know when they are wet. • Explore carrying - wooden blocks, banging them together and carrying them from place to place# • Explore stacking: Build rows and towers. Stack blocks until they fall. Line blocks up, pushing them into an even line. Builds multiple rows and towers resembling walls and floors 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Teach and allow children to manage their own risks • Offer support when needed • Teach children how to climb on different equipment • Play balancing games, chasing games, races, team games • Provide a wide range of small equipment and loose parts • Provide a range of music and movement and yoga opportunities • Teach dance and yoga movements • Provide resources/equipment that promotes road safety • Respond to care needs promptly. • Provide an appropriate yet challenging environment. Review continuous provision through Progression in Play plans
<p>Rising 3s (the term you turn 3)</p> <ul style="list-style-type: none"> • Explore a variety of balls, large, small, medium • Begin to use stairs or steps independently • Use legs to move bikes and cars • Use large and small motor skills to do everyday things e.g. pour, cut food • Explore bridging: Apply bridging or roofing the space between two upright blocks, getting the two uprights the correct distance apart. Repeat this over and over. Moves on to building bridges on top of bridges Enclosures: Use blocks to enclose space, working out how to turn blocks to enable and create this. Experiments with four blocks to create a square beginning to connect them 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Comment and narrate children's activity to support their understanding of how to move their body when learning new skills, such as holding a position, balancing, dancing, swinging, scootering, pedalling, etc • Support and guide where needed with a light touch when developing pedalling and steering, hanging and swinging, holding a shape, balancing on one foot • Involving children in daily routines such as setting up for lunchtime and tidy time. • Provide an appropriate yet challenging environment. Review



Autumn Term Medium Term Plan

WHO AM I ?

<p>3 and 4 year olds</p> <ul style="list-style-type: none"> • Explore different types of movement; balance, riding, ball skills • Climb stairs using alternate feet • Begin to develop large muscle movements e.g. waving, painting large mark making • Sequence movements to songs/ rhymes, copying adults • Begin to understand that there is safety required with some tools Choose and appropriate tool for the activity • Explore the use of one handed tools • With adult support learn how to put on a coat • Begin to understand the need for hygiene • Begin to understand about healthy choices • Building complex structures: Use blocks to form patterns and symmetrical designs. Learns to overlap blocks and bolster the bases of towers for stability. Incorporates towers, rows, bridges, enclosures and patterns in the same structure. Names structures whilst building or afterwards • Dramatic play with complex structures: Say what they are going to build before they start. Buildings resemble familiar structures. Design features represent actual structures, e.g. windows, doors, bridges. Creates and adds own accessories/loose parts to the structure, supporting their dramatic play 	<p>continuous provision through Progression in Play plans.</p> <ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment' Provide plenty of time for children to practise skills • Provide a wide range of equipment and ensure children are appropriately challenged • Use explicit praise that celebrates the mastery of skills and movement • Identifying patterns with children in their movements. • Use scissors and more challenging fine motor equipment in the Challenge Room (through the year including sewing, woodwork, cooking) • Explain the benefits of daily activity including climbing in the park to parents • Explicitly teach about healthy and unhealthy foods through discussions about packed lunches supporting parents. • Provide an appropriate yet challenging environment. Review continuous provision through Progression in Play plans. • Promote hand washing before eating after going to the toilet. • Opportunities for children to be independent with their own hygiene with tissues and wipes available.
<p>Challenge</p>	



Literacy

	What adults do to support this ?
<p>2 year olds</p> <ul style="list-style-type: none"> • Hear songs and rhymes • Start to share stories • Starting to touch different textures • Begin to make marks vertically 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Spontaneously sing and shares stories throughout the day and also planned in group times and the end of day story time. • Offer a variety of materials to make marks in and point out the marks to the children. • Use our travelling libraries to provide at home story books for children to borrow and enjoy with their family.
<p>Rising 3s (the term you turn 3)</p> <ul style="list-style-type: none"> • Join in with rhymes and songs • Say some of the words in songs and rhymes • Sustain attention, learn new words. • Develop their knowledge of words each time they hear them. • Link thoughts from one part of a story to another. • Become familiar with and understand some complex and compound sentences. • Follow a plot. • Predict what might happen next, develop an understanding of repetition, join in with repeated refrains, hear exaggerated patterns in rhyme, rhythm and alliteration. 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Use our travelling libraries to provide at home story books for children to borrow and enjoy with their family. • Encourage prediction through questioning • Model a love of reading, read with enthusiasm • Revise a plot with children- 'First they went through the grass, next they went through the forest, at the end they went through the cave'. • Spontaneously sing rhymes and songs • Encourage children to choose and sing their favourite songs, stories and rhymes. • Explore patterns through actions and words. • Point out rhymes and encourage children to join in with repeated refrains.



	<ul style="list-style-type: none"> • Take time to engage in, indepth conversations with children to model complex sentences.
<p>3 and 4 year olds</p> <ul style="list-style-type: none"> • Know that print has meaning, by understanding how an adult shares a book • Begin to know that English is read from left to right and top to bottom • Gain a developing phonological awareness to spot and suggest rhymes, alliterations • Use their knowledge of print and writing in their play, at this stage we would expect mark making with child’s interpretation. • Begin to recognise their name in print • Develop their general sound discrimination skills, hear and identify environmental sounds, instrumental sounds and body percussion. <p>Literacy – Comprehension Enjoys sharing books with an adult. Repeats words and phrases from familiar stories. Asks questions about a book. Beginning to develop a narrative about a book they have read using props in play.</p> <p>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 Name the characters from a familiar story.</p> <p>Literacy – Word Reading Notices some print, such as the first letter of their name, a bus or door</p>	<ul style="list-style-type: none"> • Spot the ‘teachable’ moment. • Being present with children ‘in the moment’. • Provide opportunities for phonological development through listening walks, listening moments, sound lotto, sound stories, describe and find, favourite sounds. New words to old songs, which instrument, playing with volume and pitch, matching sounds, story sounds, musical show and tell, animal sounds. Action songs, listen to the music activities, follow the sound, discussing words about sounds. • Show a love of reading, read stories with enthusiasm and enliven stories with sounds. • Discuss the key features of a book when reading, identify front cover etc. • Use fingers to guide as we read, model how we read from left to right. • Provide opportunities to leave Nursery and look for environmental print, logos and pictures in the local environment. • Use word aware to explicitly teach new words. • Use our travelling libraries to provide at home story books for children to borrow and enjoy with their family. • Provide opportunities to practice reading and writing their name. • Ask questions about children’s drawings. •



number or a familiar logo.
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Literacy – Writing

Enjoys drawing freely.

Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.'

Make marks to represent their name.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Challenge



Mathematics

<p>2 year olds</p> <ul style="list-style-type: none"> • Start to respond to finger rhymes including numbers • Reach for 'more' blocks or snack and hear adults model words such as 'more' and 'same' • Start to stack objects. • Using shapes in their play. 	<p>What adults do to support this ?</p> <p><i>Adults know:</i> <i>The Early Childhood Mathematics Group organise children's awareness of Number into 4 strands:</i></p> <p>COUNTING <i>Saying or using the number words. We use many skills to count. The order is crucial and numerals are helpful.</i></p> <p>COMPARISON <i>Comparing two or more numbers to find which is more/less (how many) smaller/greater (size) or before/after (order)</i></p> <p>CARDINALITY <i>The meaning or "how manyness" of numbers. We count or subitise to know "how many".</i></p> <p>COMPOSITION <i>Numbers are made up of other numbers. 3 is made up of 2 and 1 as well as 1, 1 and 1 and 3 and 0</i></p> <ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Provide a rich mathematical indoor and outdoor environment. • Adults alongside model language linked to space and measure big, small, up, down, heavy, light • Pre counting- Heuristic play – open ended exploration of materials to support sorting e.g. collections of spoons, metal objects etc and then matching. Exploring of children's schemas through provision of loose parts (containing, enveloping, rotation etc)
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Autumn Term Medium Term Plan

WHO AM I ?

<p>Rising 3s (the term you turn 3)</p> <ul style="list-style-type: none"> • Hear language relating to amounts 'lots', 'more', 'same' • Hear modelled counting • Build with a range of large resources • Hear modelled language around 2D shapes 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Provide a rich mathematical indoor and outdoor environment. • Developing children's 1 to 1 counting through: Sorting, matching, ordering, comparing, patterns, uses number names in play, adults model (e.g. block play, duplo), number problems e.g. home corner plates and knives and forks for babies, matching socks on the washing line, number rhymes (5 little frogs, 5 currant buns) Objects can be counted and movements e.g. jumps, use of dice to play games, counting in snack time • <u>Refer</u> to numicon in the environment and in group time • Talk about 2d shapes and positional language in block play • Mode language to compare size and capacity thicker, thinner, taller, fuller, heavier • Focus maths stories (Goldilocks and the 3 bears, 3 Billy Goats Gruff)
<p>3 and 4 year olds</p> <ul style="list-style-type: none"> • Subitise groups of up to 3 objects • Recite numbers past 5, forwards • Count up to 5 objects • Use consistently, finger numbers to 3 • Begin to experiment with adult modelled language to compare quantity • Develop language for naming 2D shapes • Begin to experiment with adult modelled language for shape properties, using shapes in play • Begin to experiment with adult modelled positional language • Begin to experiment with adult modelled language of comparison size, weight, length and capacity • Use now, next, later vocabulary relating to time and days of the week 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Provide the rich mathematical indoor and outdoor environment. • Use Karen Wilding's approach to teach subitising. • Constantly model counting and naming the amount in the group. • Ask 'what do you see?' to help understand larger collections are made up of smaller collections e.g. counting conkers. • Being mindful of cognitive load- use simple, plain and natural objects for counting rather than visually stimulating items. • Mode language to compare size and capacity thickest, tallest, heaviest. • Using visual timelines • Talk about and explicitly teach about shapes and positional language in the environment, the outdoors and local community.



Autumn Term Medium Term Plan

WHO AM I ?

Challenge	



Understanding the World (including following a recipe, building a model)

	What adults do to support this
<p>2 year olds</p> <ul style="list-style-type: none"> • Explore our whole space and respond to the weather • Feeling the effects of temperatures and textures (rain, ice pack, wind, shaving foam) 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Give children plenty of time outdoors in all weathers and engage in large physical play • Provide a range of tools and equipment for the children to explore • Teach children to manage risks and learn life skills • Provide a wide range of malleable and natural materials for investigation • Provide well-organised large and small scale construction opportunities for children indoors and outdoors • Provide a range of different materials for children to build with • Provide open-ended construction resources such as, crates, planks, cardboard boxes, tubes, carpet squares and tyres
<p>Rising 3s (the term you turn 3)</p> <ul style="list-style-type: none"> • Explore and respond to different phenomena e.g. sun rain • Explore a wide variety of materials • Have ownership of their immediate family 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Add recipes and real resources to the mud kitchen • Talk about fruits, snack, foods, tastes and textures • Play alongside the children, narrating play and commenting on activities • Model ways of building using a range of materials • Allow children time and space to explore, problem solve and complete their structures/models • Provide a space to store models so that children can return to



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WHO AM I ?

	<p>them and extend learning</p> <ul style="list-style-type: none"> • Reflect all of our families in the environment, photos, books, resources.
<p>3 and 4 year olds</p> <ul style="list-style-type: none"> • Explore materials using all their senses • Begin to develop their vocabulary to talk about what they see and experience, support by adult modelling • Share their family make up and events, activities they do at home. • Explore forces and develop their vocabulary through adult modelling • With adult support share positive attitudes towards differences • Feel confident in their key group to talk about differences between people • Learn about their personal history 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Take an interest in children's home life and experiences. • Read and sing cooking books and songs • Demonstrate how to read the recipe card, following the steps, modelling measuring, counting and reading • Take time to discuss the recipe and explore the ingredients with the children • Play alongside children narrating and commenting on models and designs as they develop • Model using mathematical language and the language of investigation when building. • Build partnerships with families to learn and help explore individual family values and history. • Reflect all of our families in the environment, photos, books, resources.
<p>Challenge</p>	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'.



Expressive Arts and Design (including creating a masterpiece)

	What adults do to support this
<p>2 year olds</p> <ul style="list-style-type: none"> • Move to music. • Join in with phrases and actions in songs. • Make marks and notice marks they have made. • Explore powder paint in a sensory way. • Engaging in sensory play. 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Provide a wide range of well-organised media, materials and equipment for choice • Model and support how to select and use media and materials • Support the development of vocabulary by naming media, materials and processes • Provide music to listen to and opportunities to make their own.
<p>Rising 3s (the term you turn 3)</p> <ul style="list-style-type: none"> • Make repetitive sounds • Sing familiar songs and rhymes • Develop my use of tools for purpose • Develop my independence when creating my masterpieces- choosing what I need, planning what I want to do. • Observing and starting to join in with role play. 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Offer opportunities for songs, dance and rhymes. • Narrate and comment on children's activity, modelling the language required such as cut, turn, snip when cutting, notice and comment on the changes that occur such as when colours are mixed • Explicitly teach skills required such as how to set up and mix powder paints, appropriate movements and techniques to successfully fix with glue. • Be partners in role play.
<p>3 and 4 year olds</p> <ul style="list-style-type: none"> • Take part and initiate role play • Explore small world experiences • Explore a variety of materials understanding how they can 	<ul style="list-style-type: none"> • Spot the 'teachable' moment. • Being present with children 'in the moment'. • Demonstrate how to use new techniques, material and tools safely and appropriately



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WHO AM I ?

<p>change them by decorating and joining</p> <ul style="list-style-type: none"> • Create drawings and models • Draw/ create, ideas and techniques may be supported by adult • Explore what happens when colours mix • Use art work from different cultures and time periods as observation/ provocation • Develop listening skills • Develop a repertoire of songs • Explore a range of instruments 	<ul style="list-style-type: none"> • Provide additional resources and ideas to support and extend children’s role play. • Provide colours wheels/charts and works of well-known artists from a range of countries and time periods. • Encourage children to help each other • Give children lots of encouragement to persevere when learning new skills and techniques • Give time for children to talk about their creations and revisit to extend learning opportunities • Provide labels for children to write their own names to stick on their creation • Provide planning and recording resources – support children to plan, design, record and act as a scribe • Value children’s creativity and display their achievements – provide a space where children can proudly display their own work. • Provide musical resources for children to use independently.
<p>Challenge</p>	