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| **Autumn 1 Medium Term Plan - Nursery** | | | | | | |
| **Possible Theme** | | **Possible WOW Moments** | | | **Special Celebrations** | |
| **Super me, super you.**  Ourselves, our family, people who help us, superheroes | | Library visit  Create nature collage | | | Harvest Festival (Oct)  Black History Month (Oct) | |
| **Main Texts** | | | **Linked Texts** | | | |
| Happy to Be Me  Supertato  Owl Babies  Harry and the Dinosaurs start school | | | All Are Welcome  Be Kind  Topsy and Tim start school  Going to Nursery | | | Peace at Last  So Much!  How to Brush Your Teeth With Snappy Croc |
| **Communication and Language** | Objectives we will be covering:  Can listen for short periods of time  Follows simple instructions  Begin to join in with nursery rhymes  Enjoy listening to stories  Begin to use talk in their play | | | Possible activities/ classroom enhancements:  Wellcomm Big Book of Ideas for those children who are identified as Section 7  and below  Learn a nursery rhyme/song a week  Tales Toolkit  Read stories including a range of tenses  Words we Love display  Daily Story Time  Use of question hand  Simon says / Use simple 1 step instruction | | |
| **Personal, Social and Emotional Development** | Objectives we will be covering:  Take turns in games and activities with support and shares toys with friends  Children to begin to know where to put things back when tidying up  To begin to be aware of some healthy and unhealthy foods  Uses the toilet and wipes themselves  Starts to eat independently, learning to use a knife and fork  To begin to put on their own coat, hat and scarf | | | Possible activities/ classroom enhancements:  Play games  Circle times  Taste tests eating different foods (Healthy and unhealthy)  Read stories around toileting | | |
| **Physical Development** | Objectives we will be covering:  Can kick a large ball  Use large muscle movements to wave flags and streamers, paint and make marks  Beginning to use scissors  Begin to use large tweezers | | | Possible activities/ classroom enhancements:  Daily squiggle while you wiggle  Daily dough disco  Short P.E sessions with Dream Big  Provide children with different-sized brushes for children to sweep up the leaves in the outdoor area  Place autumn leaves into the middle of a parachute. Can children shake the parachute and throw the leaves in the air? Encourage children to catch the leaves as they fall back down.  Cut out different shaped leaves from some cardboard. Provide children with wool to wrap and weave around the template | | |
| **Literacy** | Objectives we will be covering:  Aspect 1: Develop listening skills and awareness of sounds in the environment Aspect 2: Experience and develop awareness of sounds made with instruments and noise makers Begins to give meaning to print Begin to recognise their own name Enjoy sharing books with adults Draws circles, lines and other shapes Add some marks to their drawings which they give meaning to for example “That says Mummy”. | | | Possible activities/ classroom enhancements:  Daily phase 1 phonics  Daily literacy carpet sessions  Daily storytimes  Tales toolkit  Word aware  Large mark making indoors and outdoors  Take a story book home each week  Provide children with mirrors  Provide a selection of autumn treasures, water and mud for children to make autumn potions in bowls. Provide paper and pencils for children to record the ingredients they use.  Provide some shallow trays of soil or mud and encourage the children to practise letter formation | | |
| **Maths:** | Objectives we will be covering:  Sort and match objects based on given criteria e.g colour, size or shape.  Begin to recognise and match some number patterns e.g. dice, dots flash cards, dominoes  Begin to recognise that there is an order to counting Use number names spontaneously in play Begin to recite numbers in order to 5 Pass up to 2 items on request Manipulate objects to begin to develop an understanding of number e.g. complete inset puzzles, place single objects in a set of tins/ nesting boxes Begin to join in with number rhymes using props/fingers Begin to compare objects, using appropriate vocabulary according to; Space, Size – big/ little/ small, Height – low/ tall/ high, Weight – heavy Show an interest in shape in play and in the environment | | | Possible activities/ classroom enhancements:  Daily maths carpet sessions  Number rhymes  Number songs  Shape hunt indoors and outdoors  Painting repeated patterns using natural objects  Use different sticks to develop length  Build towers to develop height | | |
| **Understanding of the World** | Objectives we will be covering:  Able to talk about their family and who they live with, including pets  Can briefly talk about some members of their family  Show an interest in different occupations e.g. nurse, police  Talk about a range of occupations e.g. electrician, plumber  Shares likes and dislikes  Knows that there are special places of worship  Name at least 3 senses | | | Possible activities/ classroom enhancements:  Use a simple visual timetable throughout the day to remind children what is happening next. Use words such as later / after /next  Role play daily routines e.g. meal times, bed times etc  Remind / ask children what they need to do before e.g. eating /painting/ going outside etc  Length of activities – Talk about short / long activities or turn on the bike etc Ask children to choose a short or long story or song  Children send in photographs of their family, including grandparents and pets.  Create class book of family portraits.  Play: Who am I? Adult describes an activity and children to guess who it is e.g. I am thinking of someone in the family who feeds the cat. Children identify who does the job/ activity in their house.  Play family snap/ pairs game.  Baby visit. What can the baby do? What can you do? What is the same/ different?  Share photographs of adults/ children as babies. How have you changed? Match to photo from now.  Use mirrors / photographs of self to create a self-portrait using a range of different media | | |
| **Expressive Arts and Design** | Objectives we will be covering:  Use pre-made paints and are able to name colours  Use thick paint brushes as well as hands, feet and fingers to paint  Draw faces with features  Use glue sticks and glue spatulas with support  Responds to music  Explores the sounds instruments make | | | Possible activities/ classroom enhancements:  Paint with natural objects instead of paintbrushes. Encourage the children to explore using sticks or leaves to create marks and patterns  Go on a autumn walk and encourage children to paint what they see  Provide children with materials needed to build a scarecrow  Junk modelling (making hedgehogs) | | |