



St Teresa's Nursery Medium Term Planning Autumn (1) 2022



Miss Gibbs

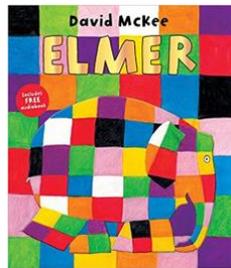
Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Personal, Social & Emotional Development	<ul style="list-style-type: none"> Seeks out others to share experiences. Expresses own preferences and interests. Shows understanding and cooperates with some boundaries and routines. 					
	RE (see separate planning)	MYSELF Explore	MYSELF Reveal	MYSELF Reveal	MYSELF Respond	WELCOME Explore
Communication & Language	<p>Modelling</p> <ul style="list-style-type: none"> ✓ Repeat back what the child says correctly ✓ Add one or two extra words ✓ Give slight emphasis to any words you want your child to listen to. <p> <ul style="list-style-type: none"> Attention & listening social skills understanding of language use of language </p> <p style="text-align: center;">} ACTIVITIES</p>					
Physical Development	<p>Increase independence in meeting their own care needs (3-4 years)</p> <ul style="list-style-type: none"> Can kick a large ball Shows control in holding and using jugs to pour Turns pages in a book May be showing a preference for a dominant hand Clearly communicates their need for potty or toilet. <p>Supervised toothbrushing scheme</p>					
	Finger gym activities Threading / pegboard Daily music & movement	Finger gym activities Threading / pegboard Daily music & movement	Finger gym activities Threading / pegboard Daily music & movement	Finger gym activities Threading / pegboard Daily music & movement	Finger gym activities Threading / pegboard Daily music & movement	Finger gym activities Threading / pegboard Daily music & movement
Literacy	Aspect 1 –	Aspect 2 – Instrumental Sounds	Aspect 3 – Body Percussion	Aspect 4 – Rhythm & Rhyme	Aspect 5 – Alliteration	Aspect 6 – Voice Sounds

Environmental Sounds

Tuning into sounds

Sound lotto

Look, listen, note –
Recall sounds they have heard
Discriminate between the sounds
Describe the sounds they hear



Shared Reading

Tuning into sounds

Which instrument?

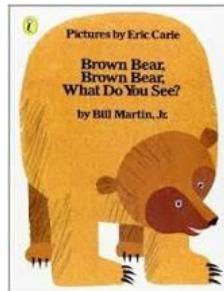
Look, listen, note –
Identify and name the instruments being played
Listen & respond as the instrument is being played

Shared Reading
Elmer

Tuning into sounds

Action songs

Look, listen, note –
Produce contrasts in rhythm, speed and loudness
Join in with words and actions to familiar songs
Articulate words clearly
Keep in time with the beat
Copy the sounds and actions
Make up patterns of sounds



Shared Reading
Brown Bear T&W

Tuning into sounds

Rhyming books
'Oi Frog'
'Each Peach Pear Plum'

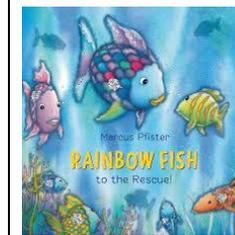
Look, listen, note –
Understand the pattern of syllables in words
Sing or chant the rhyming string along with the adult
Recognise that the words rhyme
Join in with simple or complex rhythms
Copy the rhythm
Keep to the beat

Shared Reading
Brown Bear T&W

Tuning into sounds

I spy games

Look, listen, note –
Identify initial sounds in words
Reproduce the initial sounds clearly and recognisably
Make up their own alliterative phrases



Shared Reading
The Rainbow Fish

Tuning into sounds

Mouth movement

Look, listen, note –
Distinguish between the differences in vocal sounds

Shared Reading
The Rainbow Fish

	Elmer					
<p>Mathematics</p>	<p><u>Routines & Noticing</u></p> <p>Number rhymes – 5 Little Men; Currant Buns; Little Ducks; Little Monkeys support using 5 frames</p> <p><u>Number Sense</u></p> <p>Noticing – what can you see?</p> <p>Join in with number rhymes, action songs and movement games</p> <p>Subitising 1,2 & 3</p> <p>Play games 1, not 1. 2, not 2. 3, not 3.</p> <p>Able to hold up 1,2,3, fingers</p> <p><u>Sorting and Classifying</u></p> <p>Matching things that go together</p> <p>Exact matching – Find my match?</p> <p>Sorting by a single attribute - What's my rule?</p> <p><u>Spatial relationships</u></p> <p>Understand where things are in the class</p> <p>Follow instructions e.g. Put it under...</p> <p><u>Time</u></p> <p>Starting to understand about nursery routine</p> <p>Use vocab- morning, afternoon, lunchtime, home time</p> <p><u>Shape/pattern:</u></p> <p>Arranging construction, shapes and loose parts to make patterns, towers and pictures</p> <p>Properties – comparing/sorting/matching (noticing)</p> <p><u>Measures - a direct comparison</u></p> <p>Language of tall/short</p> <p>Short/long</p> <p>Heavy/light</p> <p>Day/night</p> <p>Full/empty</p>					
<p>Understanding the World</p>	<p>Talk about countries where jungles are situated – use of small world to build up opportunities for children to notice the similarities and differences.</p>	<p>Sorting jungle animals – find different ways of sorting – jungle/not jungle</p>	<p>Create an under the sea area within the water tray – discuss what lives under the sea? Animals? Plants?</p> <p>Exploring Autumn</p>			

<p>Expressive Arts & Design</p>	<p>Colour Experimenting with & naming the primary colours</p> <p>Colour hunt</p> <p>Kandinsky inspired Elmer</p> 		<p>Monoprints</p>	<p>Colour blocks</p>	<p>Explore colour mixing/shading</p>	<p>→</p> <p>Kandinsky inspired Rainbows</p> 
<p>SEND/ Interventions</p>	<p>Disco dough –</p> <p>BLAST (AM groups)</p>	<p>Disco dough –</p> <p>BLAST (AM groups)</p>	<p>Disco dough –</p> <p>BLAST (AM groups)</p>	<p>Disco dough –</p> <p>BLAST (AM groups)</p>	<p>Disco dough –</p> <p>BLAST (AM groups)</p>	<p>Disco dough –</p> <p>BLAST (AM groups)</p>
<p>Other - Special events/Visits/Visitors/ assessments</p>	<p>Colour assessment</p>	<p>Colour assessment</p>	<p>Expressive Language assessment (all children)</p>			