



Nursery Medium Term Plan Autumn 2019

Who lives in my house?

	Week 1/2	Week 3	Week 4	Week 5	Week 6	Week 7
WOW -- Show a slide show of Glodwick. This will include recognisable buildings and features.	LC1 Who lives in my house and what are they called?	LC2 What is special about my family?	LC4 What is my address?	LC3 What is my house made of?	LC6 Who visits my house?	LC5 What can I see out of my window?
<p>Communication and Language 22-36 Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. Listens to others one-to-one or in small groups, when conversation interests them. Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?). Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. 30-50 Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). Beginning to understand 'why' and 'how' questions. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Sharing news Wellcomm - Assessment Beat Baby intonation and rhythm, - Introduction songs – twinkle twinkle/ Baa Baa Back Sheep Letters and sounds – Environmental sounds Listening walk/ environmental sounds game</p> <p>Family fingers Families, families, families by Suzanne Lang</p>	<p>Sharing news Wellcomm - Assessment Beat Baby intonation and rhythm,- Introduction songs</p> <p>Letters and sounds – Environmental sounds Beaters / environmental sound game.</p> <p>Family fingers My mum – Anthony Browne My brother – Anthony Browne <i>Baking with Dad – Allora Cacciapuoti</i></p>	<p>Sharing news Wellcomm - Assessment Beat Baby intonation and rhythm,</p> <p>Letters and sounds – Environmental sounds- Quiet – Kate Alizadeh Teddy is lost in the Jungle game</p> <p>Peace at last – Jill Murphy</p>	<p>Sharing news Wellcomm - Assessment Beat Baby intonation and rhythm,</p> <p>Letters and sounds – Environmental sounds Mrs Bush/Mrs Shabir as a box</p> <p>The three little pigs The house that jack built by JP Miller</p>	<p>Sharing news Wellcomm - Assessment Beat Baby intonation and rhythm,</p> <p>Letters and sounds – Environmental sounds</p> <p>Goldilocks and the three bears.</p>	<p>Sharing news Wellcomm - Assessment Beat Baby intonation and rhythm. Tigers, tigers</p> <p>Letters and sounds – Environmental sounds Environmental sounds game Buzzy whizz whizz</p> <p>Walk around Glodwick and make a class book to share.</p> <p>The tiger who came to tea – Judith Kerr</p>
<p>Physical Development 22-36 Shows control in holding and using jugs to pour, hammers, books and mark making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Beginning to be independent in self-care, but still often needs adult support. 30-50 Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Understands that equipment and tools have to be used safely.</p>	<p>Circle games/ stop go games Using toilets/ snack area</p> <p>Cutting playdough</p> <p>Playdough disco – Squiggle while you wiggle up,up</p>	<p>Circle games/ stop go games Using toilets/ snack area/coats</p> <p>Cutting card</p> <p>Squiggle while you wiggle up,up across Playdough disco</p>	<p>Circle games/ stop go games Using toilets/ snack area/coats</p> <p>Cutting paper</p>	<p>Circle games/ stop go games Pumps</p>	<p>Circle games/ stop go games</p>	<p>Circle games/ stop go games</p>
<p>Personal, Social and Emotional Development 22-36 Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. Shows understanding and cooperates with some boundaries and routines. Shows affection and concern for people who are special to them. 30-50 Can select and use activities and resources</p>	<p>Family</p>	<p>Family Kind hands</p>	<p>My Home</p>		<p>Walk around Glodwick- adapting behaviour.</p>	

with help. Welcomes and values praise for what they have done. Can usually adapt behaviour to different events, social situations and changes in routine. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.						
Literacy 22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make. 30-50 Shows interest in illustrations and print in books and print in the environment. Sometimes gives meaning to marks as they draw and paint.	Letters sounds Beat Baby Recognise names, Draw picture of themselves Families, families, families by Suzanne Lang	My mum – Anthony Browne My brother – Anthony Browne <i>Baking with Dad – Allora Cacciapuoti</i>	Circles and lines Peace at last – Jill Murphy	practising some letters from their name The three little pigs The house that jack built by JP Miller	Goldilocks and the three bears. Walk around Glodwick and make a class book to share.	The tiger who came to tea – Judith Kerr
Maths 22-36 Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. 30-50 Uses some number names and number language spontaneously. Uses some number names accurately in play. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.	12345..... Magnetic fish game- number matching (assessment) 12345... circles	Five little speckled frogs. Sorting frogs Triangles	5 little ducks Big/ small duck pattern Squares/ triangles print shape house	Counting to 3 and number recognition to 3 Shape houses rectangles	5 in a bed Shapes in the environment	Five currant buns Stripes
Understanding the World 22-36 Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family Notices detailed features of objects in their environment. 30-50 Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Family – Bring in photographs of family members and talk about them. Visit Woodland area and talk about what they can see and hear.	Family – Bring in photographs of family members and talk about them. Woodland school- Who lives in the wooded area? – Mini-beast hunt make mini beast homes Share mini-beast ball story.	Noices in the environment Where do you live? Woodland school- Who lives in the wooded area? – Set up the hedgehog house. Make clay hedgehogs Make leaf hedgehogs	Houses – what are they made of? Woodland school- Who lives in the wooded area? – Bird Hunt Make bird nests Share bird home story	Walk around Glodwick Make porridge Woodland school- Who lives in the wooded area? – Make a large squirrel picture using natural things they can find. Pretend to be squirrels hiding their nuts and then find them again	Who visits your house Make currant buns Woodland school- Who lives in the wooded area? Find animal pictures hidden in the wooded area. Go on a bird hunt around the school grounds.
Expressive Arts and Design 22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'. 30-50 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	Red/ Blue Draw a picture of themselves	Green	Yellow	Pink Shape houses	Brown	Orange