

Nursery Medium Planning-Autumn

	<u>Early Reading</u>		<u>Early Writing</u>									
	<u>Communication and Language</u>		<u>Expressive Art and Design</u>		<u>Physical Development</u>		<u>PSED</u>			<u>Understanding the World</u>		
<u>Autumn Term</u>	<u>Listening, Attention and Understanding</u>	<u>Speaking</u>	<u>Being Imaginative and Expressive</u>	<u>Creating with Materials</u>	<u>Fine Motor</u>	<u>Gross Motor</u>	<u>Self-Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>	<u>People, Cultures and Communities</u>	<u>The Natural World</u>	<u>Past and Present</u>
	Listens with attention	Public Speaking	Listen	Explore	Pencil Grip	Space	Understanding own feeling and regulate behaviour	Healthy eating and personal hygiene	Work and play with other	Our immediate environment	Animals and Plants	People around us
	Knows which part of the body we use to listen and what active listening looks like	Uses key words (1 word answers) to describe a story setting or character.	Listens to range of music and begins to move their bodies along with the music.	Explores the art work of artist and expresses their feeling towards them. May try to imitate artists work.		Can change direction when asked to	Can separate from parent/carer with ease when greeted by a familiar staff	May inform staff when they need the toilet but can manage own toileting needs independently	Role-plays and imitates what familiar adults do when playing in areas with one or more peers	Knows that they live in Grangetown in a house. Can describe their house and who they live with.	Begins to draw pictures to represent what they have observed in the natural world and discuss these	Can name the different members of their family such as mam, dad, brother, sister, nana and
	May join in with familiar repeated refrains.	<u>Explanation</u>	Listens to and recognises environmental noises.	<u>Make and share</u>	<u>Using small tools</u>	Tries to find their own space by using their eyes to look around the room. May not always be successful in finding their own space.	Have their own interests and can share what they like and dislike in Nursery.	Can label some foods as healthy and some foods as treats.	Chooses to work and play with other children but may also play alone (may have an imaginary friend)	Shows an interest in aerial maps of school and its grounds, and can comment on what they see-grass, playground, bushes, trees etc	<u>Processes and changes</u>	<u>People who help us</u>
	Pays attentions to many things at the same time.	Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>	Listens to a range of music including modern and classical and can identify if the music is 'fast' or 'slow'	Explores the paint area, writing area or workshop area to create something to express their feelings.	Can snip paper with scissors	Ascends and descends stairs in an adult manner using alternative feet	Can express how they are feeling using words like 'happy', 'sad', 'angry',	Can groom self (wash face, brush teeth, brush hair)	Develop care and concern for others	Life in this country and in others	Begins to name different weathers and begins to links these to a season of the year	Can name some people who help us, what their job is and what uniform they wear.
Shows Understanding	<u>Expression</u>	<u>Compose and Performing</u>	<u>Use</u>	<u>Drawing and Writing</u>	When an adult demonstrates being in a space they can identify whether this is a space or not	<u>Solve problems</u>	Begins to label and sort food into categories; vegetables, fruit, meat, bread	Can be kind and helpful towards another child		<u>Materials</u>	<u>The Past</u>	

						using some form of yes/no communication. They may also explain why this is or isn't a space.						
	Begins to ask simple 'why' questions after listening to a story after having it modelled by an adult.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'	Begins to sing to the melody of a rhyme or a familiar song.		Assigns meaning to marks	Can move around their permanent large structured classroom independently without crashing into objects or people	When playing with other children begins to negotiate and solve problems without aggressions by coming to tell an adult when they are upset/angry/frustrated.	Understands right and wrong	Build positive relationships	Religious and cultural communities		
	Holds Conversation	Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Explores different instruments and the sounds they make.			Strength Balance and Co-ordination	Follows instructions	Explains why we have rules and can follow some with support.	Has lots of friends but may have begun to make a close friendship and may have a best friend	Listens to stories (Christmas story and Easter story) and can talk about what Jesus does in each story and compare how he has changed in each story.		
	Will answer questions given to them by another person about their interests.		Composes their own repeating pattern of music.			Begins to move around the space walking backwards.	Can sit and take part in small group work for up to 4 minutes.	Develop confidence and resilience				
			Uses familiar stories as a base for small world play			Energetic Movements		Can choose own resources and with support can tidy these resources when asked.				
			Engages in small world and role-play acting out a familiar role.			Can run around the space at a fast pace.		Is interesting in new activities within the classroom and will explore them with their familiar adult				
			Appraise			Demonstrate positional						

						awareness when following instructions (run forwards, walk backwards).						
			Engages in role-play.			Begins to jump and land using two feet.						
			Is able to say if they like what they have heard or seen.			Explores tummy time; can slither across the space on their tummy, can lift all their limbs off the floor so that their tummy is the only thing on the floor and can pass from one hand to another whilst their arms are off the ground but their tummy is in contact with the floor						
						Can begin to move in different speeds-walking, jogging, sprinting						
						Healthy Bodies						
Trips			Christmas Pantomime							Walk around the school field		Visit from the Police-Past and Present
Books	*Goldilocks and the Three Bears.											
	We're Going on a Bear Hunt Brown Bear, Brown Bear What do you see? Where's Spot?											
Rhymes	Twinkle, twinkle Wind the Bobbin up The Wheels on the bus Humpty Dumpty Hickory Dickory Dock											

Topics	Halloween Christmas The Christmas Story Where I live All about me My Family
Role-Play Area	Christmas Post Office