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| C:\Users\stvasconcelosr\Desktop\Nursery\School logo.png | | Overdale Community Primary School - Medium Term Planning Nursery  Autumn 1 2024 | | | | | | | |
| **Vocabulary**  **Topic**: **Who am I? emotions:** Happy, cross, sad, excited, worried  **Who am I? body parts:** arm, back, foot, hand, legs, hair, finger, toe, mouth, face, eyes, nose, ear, tongue, bones, run, jump, big, little  **Who am I? the senses** eyes, nose, mouth, listen, smell, hear, see, nice  **T4W**: **Mr Wiggle, Mr Waggle**:  **Word aware concept vocab:** new, different, front, first, between, hard, last  **Story book (Pie Corbett reading spine): *‘You choose: ’***Wings, home, wear, pet, job, tired, | | | | | | | | | |
|  | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| PSED  **Self- regulation-** My feelings  **OCPS core value**- Responsibility/respect  Daily emotions self-registration | **RSE/ PSHE** | **Self-regulation-**  **Our group**  Who’s who in our class? Name learning games- do any children have the same names?  Classroom tours. Classroom rules. Belonging to our class – class rules/ values  How to tidy up. Transition for staying for lunch. Handwashing.  WK 2- **Introduce colour monster**- display/ self-registration | | **Daily routines-**  Resilience and independence- focus on being independent in the classroom  **How to stay healthy**- brushing teeth etc..  **Circle time-** Fruit salad  **Story**-Again- Emily Gravett  **Self-regulation-** Introduce Eddie the emotions dog.Faces to express emotions | **Who am I?**  Observe and compare what ch could do as babies and the skills the children have now- walking, talking, feeding themselves etc- why do babies cry?  **Circle time-** Don’t wake the monkey  **Story**- The way I feel- Janan cain  **Self-regulation-** Expressions in a mirror: what do we look like when we are… | **Hands and feet-**  Respect-Kind hands/ kind feet- Explore kindness and what it means to show kindness.  **Circle time-** Pass the rhythm  **Story**- Even superheroes have bad days  Harvest festival  Healthy foods/ eating/ balanced diet  **Self-regulation-** Introduce feelings jars | **My body**  Discuss caring for our bodies and how to keep them clean. Emphasise exercise, healthy food and teeth cleaning  **Circle time-** Act the emotion  **Story**-It’s a George thing  **Self-regulation- Introduce weather monster-** To work alongside colour monster  **Harvest festival**  Healthy foods/ eating/ balanced diet | **Senses-** what can we see, hear, smell, feel, touch?  **Circle time**- Baby bear likes honey  **Story**- It’s good to share  **Pizza toppings**- healthy choices  **Self-regulation- Coping strategies-** creating a calm corner  **Harvest festival**  Healthy foods/ eating/ balanced diet | **Myself-**  What makes us smile? Exploring emotions and how to express them  **Circle time**- Pass the smile  **Story**- Social story- it’s OK not to be OK |
| C&L | **Reading**  **Speaking and listening** | **Daily Word aware focus:** Wk 2: new  **nursery rhyme time:** Wheels on the bus/ old McDonald Makaton  How to greet people/introduce yourself. Say hello/Good morning- circle time activities Listening games  Daily nursery rhyme time/ story  Introduce visual timetable | | **Daily Word aware focus**: different  **nursery rhyme time:** row, row, row- replaced with routines e.g. brush your teeth.  Encourage ch to take part in role-play related to daily routines. Create a board of ‘our routines’ for children to add to and discuss.  Story- night monkey/ day monkey  Language related to time: after, before, day, night | **Daily Word aware focus:** front  **nursery rhyme time**: Rock-a-bye-baby  Create all about me display with familiar objects babies/ children. Ch choose item from display table to discuss.  Encourage name recognition using display  Encourages discussions about the similarities and differences between photos. | **Daily Word aware focus:** first  **nursery rhyme time:**  explore rhymes which use hands and feet e.g. grand old duke, wind the bobbin etc.  Explore how hands are used for communication (inc. sign language)- Introduce snap to/ back as a communication tool. Model using listening ears, eyes, lips and hands | **Daily Word aware focus:** between  **nursery rhyme time:** heads, shoulders, knees and toes  Learn the vocabulary for the different parts of the body- extending knowledge through books and how to handle them | **Daily Word aware focus:** hard  **nursery rhyme time**: My senses song- (farmer’s in his den) | **Daily Word aware focus:** last  **nursery rhyme time**:  5 little pumpkins |
| PD | **P.E**  **Writing** | **Doh disco**- introduce finger families  **Assessment:** scissor skills  **PE passport: Wk 2**- Fine motor development- negotiating space/ elastic bands  **Gross motor development:** Outdoors- balance and stability | | **Doh disco-** squeeze/ ball it  **Fine motor development:** making shapes in paint bags with cosmetic buds  **Gross motor development**: Hands/feet ‘twister’ Gross Motor EYFS  **PE passport:** Fine motor development- placing small objects in jars | **Doh disco-** pat it/ single fingers  **Fine motor development**: Pom-pom drop- matching colours with tweezers  **Gross motor development**: outside Hop-scotch  **PE passport**- Fine motor development- collecting objects using pegs | **Doh disco**- sausage/ diving  **Fine motor development:** balancing pom-poms on pool noodles using tweezers  **Gross motor development**: obstacle courses- moving in a range of ways  P**E passport**- Fine motor development- Threading | **Doh disco**- moving to music  **Fine motor development:** cutting patterns- tuff tray  **Gross motor development:** Target games- beanbags colour match outside  **PE passport**- target games: Threading | **Doh disco**- moving to music  **Fine motor development:** Which pattern can you draw in the sand?  **Gross motor development:** Target games- tin can alley  **PE passport**- target games: Fine motor development- balancing on a spoon | **Doh disco**- moving to music  **Fine motor development:** threading  **Gross motor development:** Pumpkin carving  **PE passport**- target games: Fine motor development- balancing on a spoon |
| Reading | **Reading** | **Daily phonics**- Phase 1 activities aspect 1-6  **Daily story time** – a range of traditional tales  **Poetry basket**: dance | | **Daily phonics**- Phase 1 activities aspect 1-6  **Wednesday:** story basket  **Story focus**: Hug | **Daily phonics**- Phase 1 activities aspect 1-6  **Wednesday:** story basket  **Poetry basket**: All join in | **Daily phonics**- Phase 1 activities aspect 1-6  **Wednesday:** story basket  **Story focus**: You choose | **Daily phonics**- Phase 1 activities aspect 1-6  **Wednesday:** story basket  **Daily story time:** non-fiction books about the body  **Story focus**: You choose | **Daily phonics**- Phase 1 activities aspect 1-6  **Wednesday:** story basket  **Daily story time** : Non-fiction books about the senses  **Poetry basket:** Chop chop | **Daily phonics**- Phase 1 activities aspect 1-6  **Wednesday:** story basket  **Daily story time:** Halloween themed stories |
| Writing/TFW | **Writing** | **Baseline assessment:** tell me a story  **Baseline assessment:** name writing/ pencil grip/ | | **Baseline assessment:** tell me a story  **Name recognition/ writing**  Opportunities to write across the provision | **Mr wiggle, Mr Waggle-** imitate  **Name recognition/ writing**  Opportunities to write across the provision | **Mr wiggle, Mr Waggle-** imitate  **Name recognition/ writing**  Opportunities to write across the provision | **Mr wiggle, Mr Waggle-** innovate  **Name recognition/ writing**  Opportunities to write across the provision | **Mr wiggle, Mr Waggle-** innovate  **Name recognition/ writing**  Opportunities to write across the provision | **Mr wiggle, Mr Waggle-** invent  **Name recognition/ writing**  Opportunities to write across the provision |
| Maths | **Maths** | Daily counting rhymes to practise saying numbers names to 5 | | **SSM-** exploring board puzzles in the provision. Exploring filling and emptying in the sand and water areas. Learning how to place resources back using silhouettes.  Daily counting rhymes to practise saying numbers names to 5 | **Comparing:** comparing two sets of objects and sorting.  Daily counting rhymes to practise saying numbers names to 5 | **Composition**-  Exploring how something can be split into two unequal parts.  Daily counting rhymes to practise saying numbers names to 5 | **Patterns-** recognising patterns in the environment  Daily counting rhymes to practise saying numbers names to 5 | **cardinality**- knowing the last number you count is the number  Daily counting rhymes to practise saying numbers names to 5 | **Cardinality**- recognising numerals in the environment  Daily counting rhymes to practise saying numbers names to 5 |
| EA&D | **Art,& design music**  **D&T** | Welcome to our group display  Model use of workshop/ paint/ play-doh in small groups- enforce expectations for learning | | **Role-play- daily routines at school/ at home.** Introduce invitations to play based on discussion with children about what is familiar about home- washing baby/ bath time/ bed/ time/ story time etc. | **Looking after baby-** develop role-play area focused on care for babies. Encourage singing of nursery rhyme/ reading stories etc. | **Joining technique**- split pins- create split pin bodies.  Create finger and toe paintings.  Explore how sounds can be made and changed using hands and feet | **Joining technique**- split pins- create split pin bodies.  Children create self-portrait for display | **A rainbow of foods-** exploring colours associated with various foods | **Joining techniques**- how to use masking tape independenlty  Halloween dancing |
| UTW | | Discuss birthdays and share birthday stories  Create birthday display together | | Invite members of the school community to talk about their daily routine for the children to make connections between their own.  **Introduce weather chart-** daily review of weather etc.  **Autumn**- changing seasons | Explore similarities and differences between adults, children, babies and older people- who is in our family?  **Seasons**: changes in the weather  **Autumn**- changing seasons | Discuss and make comparisons between past and present events in the children’s lives e.g. close family members, birthdays, celebrations, religious events etc.  What do you want to be when you grow up?  **Seasons**: changes in the weather  **Harvest**- harvesting foods from allotment area- what healthy foods can we make- life cycles | **Seasons**: changes in the weather  **Harvest**- what is harvest? | Exploring materials with similar or different properties  Discussing what they can see, hear, feel using a wide vocabulary  **Exploring senses**- sensory footpath, 5 tastes activity, exploring textures sensory bag, scented modelling doh, exploring how to describe using key vocab.  **Harvest-** harvest around the world | **Celebrations**- Halloween- why/ who/how do we celebrate Halloween. |
| Outside | | How to use the playground climbing & PE equipment and know the names of them.  Where to ride the bikes, park them, how to share them.  Looking after equipment and using signs an symbols to return it correctly. | | Explore the various ways we can move our bodies in large ways.  Introduce balancing and building apparatus- model how to build various obstacle courses | Exploration of natural materials – what can we find outside that is a ‘natural’ material? Make collections and sort.  Natural art- how can we use these to make transient art- model to children how to respectfully use the transient art area. | Model a variety of ball games for the children to continue to play independently. | What changes are we beginning to see outside now? Explore weather throughout the week- keep a weather diary for each day of the week.  Collect materials and photos for our Autumn display. | Introduce shadow investigation | Pumpkin carving  Halloween hunt |
| Enrichment opportunities | |  | | Invite adults in school to discuss their daily routines |  |  | Walk in local area | Making gingerbread men |  |
| Parental engagement | | Ask for parents to send in photos of their children- for display | | Send home Phase 1 environmental sounds phonics activity sheet | Send a letter home explaining the Who am I display. Ask parents to send pictures in of children when they were babies. Is there anything they would like to share to add to our display about their family? | Send home ‘Home Doh-disco’ sheet to encourage trying Doh-disco at home. | Send home Phase 1 instrumental sounds phonics activity sheet |  | Send home bonfire night safety information |