



Linden Primary School Medium Term Plan - Nursery Autumn

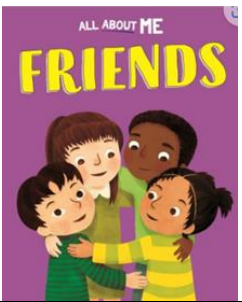
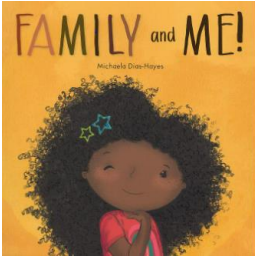
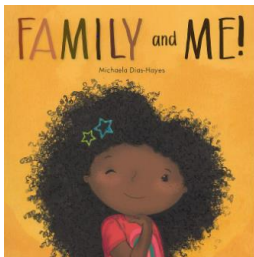
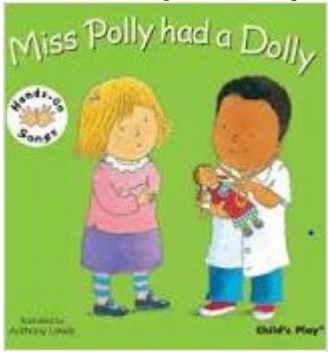





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous me and Important People	I can sing!				
Focus topics Nursery	<ul style="list-style-type: none"> Emotions Me and my family People in my community Autumn 	<ul style="list-style-type: none"> Traditional Tales Familiar tales Nursery Rhymes The Nativity Christmas Winter 				
High quality texts - Nursery	<ul style="list-style-type: none"> Friends Family Family and me Helpful heroes rescue Miss Polly has a dolly Police Tanka Tank Skunk 	<ul style="list-style-type: none"> Humpty Dumpty I can sing a rainbow Down in the jungle The wheels on the bus Twinkle twinkle little star Listen to autumn Listen to winter I definitely do not like winter 				
WOW moments/ enrichments	<ul style="list-style-type: none"> Autumn walk Remembrance Day Firefighter visit/ Police Visit/ Doctor Visit Harvest Time – scarecrow competition What do I want to be when I grow up? Video for parents - Nursery. 	<ul style="list-style-type: none"> Nativity Bonfire night fireworks in a jar Autumn Walk Diwali Hot chocolate making Mini-bus trip 				



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Week	Key text	Substantive Knowledge Development matters link	Key questions/ spoken outcome	Maths Outcome	Cooking/gardening /forest school activity	Art/ D&T activity	Parental Engagement/ Extra Curricular Activity	Extra-Curricular Activity	Assessment	Key Vocabulary	Trips	Speech and Language Focus
1			Who is your friend? How can you make friends?	number songs		Tin foil portraits to be displayed in EYFS corridor.				name parts of face (with song)		Speech and language assessment
2		I know who is in my family and can talk about them, sometimes with adult support	Who is in your family?	number songs		Art: Self-portraits of the children to put in the corridor	Bring in family photos.		Speech and language assessment	family		Speech and language assessment
3		I know who is in my family and can talk about them, sometimes with adult support	Why do you love your family?	number songs	Explore the Forest School.	Art: Self-portraits of the children to put in the corridor			Speech and language assessment	care life		Talking about the past.
4	Doctors – sing Miss Polly had a Dolly 	To know the people who help us.	What happens if you are sick? Who do you call if you are not safe?	more than, fewer than, the same.	fruit and veg tasting					kind help like dislike		Asking about our favourite things.

5	 <p>Fighfighters</p>		Who do you call if you are not safe?	begin to order number names	Plant onions.		Speech and language workshop (Toilet training workshop cohort dependent) Parents invited in for a stay and play morning followed by workshop with tea and biscuits.			quick rescue safe call		Playing the tomorrow game.
6			Who do you call if you are not safe?	begin to order number names	Plant potatoes.	Drawing of them as what they would like to be when they are older for video. Share videos with the class.	What do I want to be when I grow up? Video for parents.				Police officer visit.	Play the tomorrow game.
7	 <p>Join in by exploring the different sounds made by musical instruments</p>			explore repeats	Plant carrots.					bang loud		What can you see with the cardboard telescope.



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Nursery Autumn 1 Milestones to work towards to be 'on track'


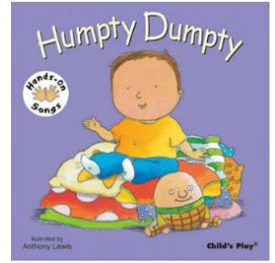

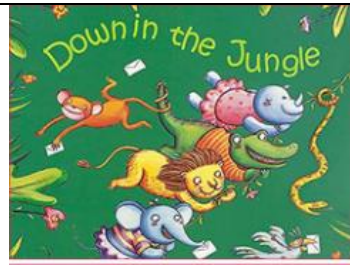
CL	PSE	PHS	Lit	Maths	UW	EAD
<ul style="list-style-type: none"> I can pay attention when an adult is talking. I show this by stopping and looking, with support. I can join in at story and singing time, with support. My vocabulary is influenced by everyday experiences, at home and school, particularly naming and grouping objects. I can talk about the <i>here and now</i>, using short 3- part sentences to make myself understood. 	<ul style="list-style-type: none"> I know who to ask to help me do things I can join in with our simple routines, with adult support I am beginning to know the differences in boundaries and expectations between school and setting. I join in with sharing and turn taking when these are modelled and supported by an adult. I show emotions in an age-appropriate way, I still sometimes need help to manage the way I'm feeling. I can listen with support at story time. I play alongside my friends. I participate in short adult led activities, sometimes with encouragement. I follow 1-part instructions by joining in and following an adult. 	<ul style="list-style-type: none"> I join in and have a go at a range of physical development activities, indoors and outdoors, often with support. I am learning how to handle tools and equipment safely and with care. I have a go at using writing tools to make marks 	<ul style="list-style-type: none"> I join in and copy the sounds that I've heard in stories, songs and games, with support. I can name some animals / objects and make their sounds. I can spot characters / objects in pictures. I name objects / characters in my favourite books, with adult support. I can spot similarities to match pictures or objects by looking. I pick my name card as part of our self-registration routine, with support 	<ul style="list-style-type: none"> I join in with number songs and stories with support. I explore shape and space when I play in different areas across the environment, with adult support 	<ul style="list-style-type: none"> I use my senses in hands-on exploration of natural materials. I explore collections of materials with similar and different properties. I understand the names of objects and some descriptive words used by adults. I show this by finding and matching objects and descriptions (linked to natural and everyday objects) I am beginning to use the names and words that I've learnt to describe my hands-on experiences (linked to natural and everyday objects) I know who is in my family and can talk about them, sometimes with adult support I can explore how everyday things work by trying things out e.g. different types of keys and locks, calculators, fasteners, moving toys I know the people who can help me. 	<ul style="list-style-type: none"> I explore the play resources by playing alongside others I listen to songs and join in, with support I join in by exploring the different sounds made by musical instruments I experiment with new creative resources and tools (e.g., paint, glue, glitter, feathers, different types of sensory play, dough) I control a pencil, pen, chalk or paintbrush to draw lines and begin to form new shapes.



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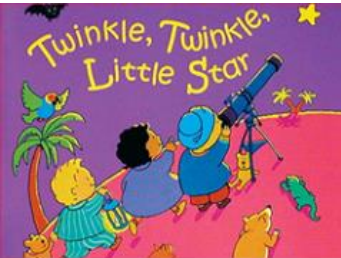
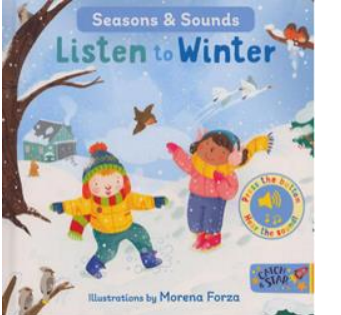
Nursery Autumn 2 –

Week	Key text	disciplinary Knowledge Development matters link	Spoken outcome	Maths Outcome White Rose	Cooking/ gardening /forest school activity	Art/ D&T activity	Parental Engagement/ Extra Curricular Activity	Extra-Curricular Activity	Assessment	Key questions Key Vocabulary	Trips
1		I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters	What can you see in Autumn? What can you hear in Autumn?	explore and build with shapes and objects.	Children to explore food which is cooked especially to celebrate Diwali.	create a collage with different coloured leaves.		Diwali Friday 1 st November (enhance in provision)		scrunch soggy change	Walk to the forest school to collect fallen leaves.
2		Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). I can clap a steady beat	I like/ I dislike fireworks. Can you sing a nursery rhyme?	begin to order number names.	Autumn walk and Leaf rubbings	Cut cardboard tubes to create firework art work.		Bonfire night 5 th November/ a little fire safety	reassess speech and language	like dislike on off	
3	 teach with Makaton sign.	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	Can you sing a nursery rhyme? To be able to name the colours.	I can see 1,2 and 3		Tie-dye tops				colours dull bright	
4		I join in at story / singing time independently, sometime joining in with actions or repeated phrases / sounds.	Can you sing a nursery rhyme? think of different adjectives and nouns for the	I can see 1,2 and 3	take drums to the forest school to sing down in the jungle.					down up along	



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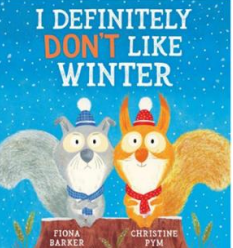


			song								
5		I can join in with action songs and rhymes, sometimes with support	can you sing a nursery rhyme? to remember the different verses. e.g. the wipers on the bus go swish swish swish	join in with repeats				Minibus ride.		over under behind infront	Children to all have a ride in the minibus. Children will sing the song, the wheels on the bus.
6		I understand the names of objects and some descriptive words used by adults. I show this by finding and matching objects and descriptions (linked to celebrations)	can you sing a nursery rhyme?	explore position and space		create hanging salt dough stars.				above high little big	
7	Nativity 	I listen to songs and generally join in with the actions I can name some musical instruments I know that different people enjoy different celebrations and special times, and I can name some	To preform songs in front of friends and families.	show me 1,2 and 3	Create stick art		Watch Nativity/			follow crisp join	



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8	<p>Winter</p> 	I can talk about changes that happen when we're cooking different recipes	what can you see in winter?	show me 1, 2 and 3.	children to make hot chocolate with marshmallows . Discuss melting marshmallows		Winter Wonderland day			cold slip pour	
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Nursery Autumn 2 Milestones to work towards to be 'on track'						
CL	PSE	PHS	Lit	Maths	UW	EAD



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<ul style="list-style-type: none"> • I can pay attention when an adult is talking. I show this by stopping and looking independently • I join in at story / singing time independently, sometime joining in with actions or repeated phrases / sounds. • I understand, and am beginning to use, vocabulary to describe simple attributes (e.g. opposites) • I show an interest in new vocabulary I'm introduced to in books, and I can sometimes use this when I play. • I can talk about what has happened or what will happen, with support • I understand, and am beginning to answer, where questions. 	<ul style="list-style-type: none"> • I can ask for help from familiar adults, sometimes with support • I can follow our routines with the help of visual prompts and adult support. • I follow our class rules, with adult support. • I can adjust my behaviour to conform to the boundaries and expectations of school, with support. • I can share and take turns with support • I can match a range of emotions to visual prompts and body language examples, with adult support. • I listen at story time and show I'm listening by looking, sometimes with reminders. • I am beginning to play with other children, often with adult support. • I participate in short adult led activities. • I follow 1-part instructions by 	<ul style="list-style-type: none"> • I can run, walk, and crawl. • I can climb up and down stairs or equipment, holding onto a rail or adult for support. • I enjoy joining in with a range of balancing activities, usually with support. • I can use scissors safely to snip. 	<ul style="list-style-type: none"> • I can join in with action songs and rhymes, sometimes with support • I look at books with the support of an adult • I can use my mouth to make lots of different sounds when I join in with stories and games. • I can find my own self-registration name card by looking at the letter shapes. 	<ul style="list-style-type: none"> • I join in with number songs, stories and counting aloud, sometimes with support • I say some number names when I play • I can complete a basic inset puzzle by matching shapes and turning the pieces • I explore shape and space when I play in different areas throughout the environment • I can name and find some 2d shapes in the environment • I understand the words more, lots, full, empty, same, big, small, fat, thin, to find / show quantities and amounts and show this when I play • I use different resources to make my own shapes and patterns 	<ul style="list-style-type: none"> • I know that different people enjoy different celebrations and special times, and I can name some • I participate in, and am starting to talk about, different cultural celebrations • I understand the names of objects and some descriptive words used by adults. I show this by finding and matching objects and descriptions (linked to celebrations) • I am beginning to use the names and words that I've learnt to describe my hands-on experiences (linked to celebrations) • I can talk about changes that happen when we're cooking different recipes • I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters • I can use pre-woodwork tools such as hammering in oasis / plasticine / fruit or with 	<ul style="list-style-type: none"> • I am beginning to act out every day experiences, with adult support • I join in acting out a simple known story told by adult- using props or puppets • I listen to songs and generally join in with the actions • I can name some musical instruments • I can use an instrument by copying an adult • I can clap a steady beat • I can join materials, using tape and glue, sometimes with adult support • I can create collages and junk models with adult support • I am beginning to represent objects by enclosing shapes and adding key features such as lines and circles, with adult support
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	copying others.				games like <i>tap tap</i> , pegs and boards. I do this with support.	
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