




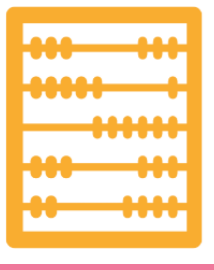






## Autumn Term Nursery Class Medium Term Plan Themes: Food and Colour, Celebrations and Light Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
<p>Communication and Language</p> 	<p><b>Listening</b> Enjoys listening to stories</p> <p><b>Attention</b> Can pay attention to one thing at a time.</p> <p><b>Respond</b> Sing a large repertoire of songs.</p> <p><b>Understanding</b> Understand simple questions about 'who', 'what' and 'where'. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p><b>Speaking</b> Use a wide range of vocabulary. Use longer sentences of 4-6 words. Develop their communication but may struggle with tenses.</p>	<p>Use a wide range of vocabulary. Use longer sentences of 4-6 words. Sing a large repertoire of songs. Develop their communication but may struggle with tenses.</p>
<p>Personal, Social and Emotional Development</p> 	<p>The children select and use activities and resources, with help when needed. They become more outgoing with unfamiliar people, in the safe context of the setting. Play with one or more other children. Increasingly follow rules.</p>	
<p>Physical Development</p> 	<p>Use large-muscle movements to wave flags and streamers, paint and mark make. Use one-handed tools and equipment for example making snips in paper. Becoming more independent as they get dressed e.g., putting on a coat.</p>	<p>Become increasingly independent in meeting their own care needs e.g., using the toilet, washing hands Start to eat independently and learning how to use a knife and fork. Go up steps and stairs or climb up apparatus with alternate feet</p>

## Specific Areas

<p>English Key Texts</p>		<p>Daily songs, nursery rhymes and school/class songs.</p>
<p>Literacy</p> 	<p><b>Autumn 1</b>          Draw freely          Learning new vocabulary          Begin to recognise their name.</p> <p><b>Autumn 2</b>          Name some of the parts of a book.          Engage in conversations about books.          Learning new vocabulary          Recognise their name fully</p>	
<p>Phonics</p>	<p>Aspects 1,2, 3 of phase 1          Environmental sounds, Instrumental sounds and percussion</p>	
<p>Mathematics</p> 	<p><u>Texts</u></p>  <p><b>Autumn 1</b>          Colours- red, blue, yellow, green, purple etc.          Match- buttons, colours, matching towers, matching shoes          Match- number shapes, Shapes          Sort- colour, size, shape          Sort- what do you notice? What's the rule?</p>	<p><b>Autumn 2</b>          Awareness of number in the environment          Sequencing AB patterns          Finger numbers to 3          Count to ten          Subitising 1 &amp; 2          1:1 correspondence to 3</p>
<p>Understanding the World</p> 	<p><b>Songs:</b>          One Man Went to Mow, One two buckle my shoe, One Finger One Thumb, One Big Hippo Balancing  <b>Key vocabulary:</b> colour, match, sort, size, big, bigger, biggest, small, smaller, smallest, pattern, count, subitise</p>	
<p>Science</p> <p><b>Why are there so many leaves on the floor?</b>          The children will use all their senses in hands-on exploration of natural materials. They will talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties.  <b>Key knowledge:</b> I know that leaves fall off some trees in autumn.  <b>Key vocabulary:</b> autumn, leaves, fall</p> <p>History</p> <p><b>Who are our significant people?</b>          Begin to make sense of their own life story and history.  <b>Key knowledge:</b> know about family structures and be able to talk about who is part of their family.  <b>Key vocabulary:</b> family          RE</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.          Explore how things work.          Talk about what they see using a wide vocabulary.          Continue to develop positive attitudes about the differences between people.</p>	

**Why do some people celebrate Christmas?**  
**Key knowledge:** know that Christmas is celebration of the birth of Jesus.  
**Key vocabulary:** Jesus, god, celebrate

Expressive Arts  
and Design



Take part in simple pretend play.  
Listen with increasing attention to sounds.  
Explore different materials freely.  
Create closed shapes with continuous lines and begins to use these shapes to represent objects.  
Remember and sing entire songs  
D&T  
**Make Pizza**  
**Make a space rocket**  
**Create a diva lamp**  
Join different materials and explore different textures.  
Develop their own ideas and then decide which materials to use to express them.  
**Key knowledge:** Children know they need to wash their hands before preparing food and know which design decisions they need to make a pizza or diva lamp. Children need to know what design decisions they need to make to create a rocket and know what to use to join different materials.  
**Key vocabulary:** join, make, cut, taste, smell, pinch,

Sing the melodic shape of familiar songs.  
Play instruments with increasing control to express their feelings and ideas.