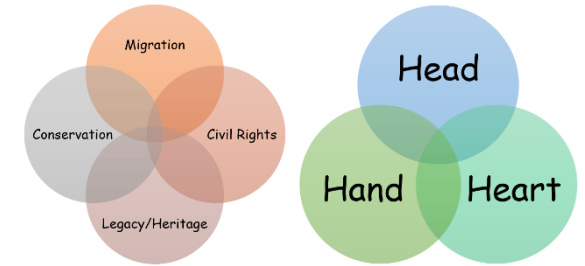


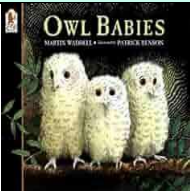
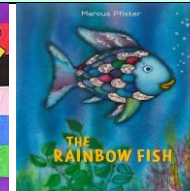
# Riversdale Primary School

## Medium Term Planning



<b>Year Group</b>	Nursery
<b>Topic</b>	This is me!
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Body parts: arms, legs, shoulder, head, back, knees and bottom.</li> <li>• Facial features: eyes, nose, mouth, ears, hair, eyebrows and teeth.</li> <li>• Family members: Mummy, Daddy, Sister, Brother, Grandma (Granny), Grandpa (Grandad), Aunty and Uncle.</li> <li>• Animal babies: piglets, calves, kittens, puppies, chicks</li> <li>• Routine: day, night, bedtime, morning, lunch, snack, home-time, washing hands, tidy-up, story time, carpet time, play, group time.</li> </ul>

<b>Learning Overview</b>
<p>This half term we will be settling in and getting to know each other and the routine in nursery.</p> <p>We will learn about Autumn.</p> <p>We will collect conkers and leaves in Coronation Gardens.</p> <p>We will do leaf printing</p> <p>We will be identifying ourselves in photographs.</p> <p>We will be finding and comparing our facial features in a mirror e.g. eye/hair colour</p> <p>We will talk about what is the same and what is different.</p> <p>We will be drawing/painting/ self-portraits.</p> <p>We will learn new vocabulary</p> <p>We will learn new songs and nursery rhymes such as heads, shoulders, knees and toes.</p> <p>We will talk about our homes.</p> <p>We will name objects from the home.</p> <p>We will name members of our families.</p> <p>We will talk about and describe family members.</p> <p>We will read books about different families and animal families.</p> <p>We will go on a shape hunt.</p>

Quality Stimulus Text(s)				
Supporting texts will link closely to minibeasts, animals and plants, including fiction and non-fiction.		     		

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Learning:		
		Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Use the speech sounds p, b, m, w. Pronounce:               <ul style="list-style-type: none"> <li>l/r/w/y</li> <li>f/th</li> <li>s/sh/ch/dz/j</li> </ul> </li> <li>multi-syllabic words such as 'banana' and 'computer' (<i>Birth-3 year</i>)</li> <li>Linking up to 5 words together.</li> <li>Using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with. (<i>Birth-3 year</i>)</li> <li>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> </ul>	<ul style="list-style-type: none"> <li>I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions.</li> <li>I am able to use talk to organise my play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<ul style="list-style-type: none"> <li>We will learn new vocabulary around our topic and transitions/change and summer holidays.</li> <li>We will start to blend simple words and orally segments simple words by copying an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to one another and sharing ideas.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Take part in finger rhymes with numbers. (<i>Birth-3 year</i>)</li> <li>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (<i>Birth-3 year</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I can sing a range of number songs.</li> <li>I can say number names to 5 in order.</li> <li>I know that time can be measured using days.</li> <li>I know that the last number said represents the total number of objects.</li> </ul>	<ul style="list-style-type: none"> <li>We will talk about what happened today, yesterday and tomorrow.</li> <li>We will count out a group of up to 5 objects.</li> <li>We will show an understanding of 1:1 counting to 5. Knowing that the last</li> </ul>	<ul style="list-style-type: none"> <li>Listen to one another respectfully.</li> <li>Approach problem solving with curiosity.</li> <li>Solve problems with a systematic approach.</li> <li>Engage in discussion with a partner or as a part of a group</li> </ul>

		<ul style="list-style-type: none"> <li>I can name some 2D shapes in the environment.</li> </ul>	<p>number you count represents the total number of objects.</p> <ul style="list-style-type: none"> <li>We will talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners.</li> <li>We will use 2D shapes to make pictures.</li> </ul>	
<b>PSED</b>	<ul style="list-style-type: none"> <li>Develop friendships with other children <i>(Birth-3 year)</i></li> <li>Learn to use the toilet with help, and then independently. <i>(Birth-3 year)</i></li> <li>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> <li><i>(Birth-3 year)</i></li> </ul>	<ul style="list-style-type: none"> <li>I know that I can approach adults in Nursery when needed.</li> </ul>	<ul style="list-style-type: none"> <li>We will separate from our main carer and learn to adapt to the Nursery environment.</li> <li>We will select and use activities and resources, with some support if needed.</li> <li>We will wash hands after using the toilet.</li> </ul>	
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle. <i>(Birth-3 year)</i>.</li> <li>Start to eat independently and learn how to use a knife and fork. <i>(Birth-3 year)</i>.</li> <li>Use large and small motor skills to do things independently, for example manage buttons and zips <i>(Birth-3 year)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>I know the importance of personal hygiene and being clean and tidy.</li> <li>I know that washing hands is important after using the toilet and before I eat.</li> <li>I know that books in English should be read from left to right and one page at a time.</li> <li>I know how to use alternate feet when climbing.</li> <li>I can show independence with eating and drinking, e.g. being able to feed myself and ask for help with opening containers.</li> </ul>	<ul style="list-style-type: none"> <li>We will learn to take care of toileting needs independently.</li> <li>We will begin to show a preference for a dominant hand.</li> <li>We will learn how to climb apparatus safely and begin to show awareness of moving on equipment safely with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Work collaboratively and share ideas.</li> </ul>

<b>Literacy</b>	<ul style="list-style-type: none"> <li>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (<i>Birth-3 year</i>)</li> <li>Ask questions about a book. Make comments and shares their own ideas. (<i>Birth-3 year</i>)</li> <li>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>Comments and shares their own ideas. (<i>Birth-3 year</i>)</li> <li>Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (<i>Birth-3 year</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I know that text can be used as a form of identification.</li> <li>I know that text is read from left to right and top to bottom in English.</li> <li>I can name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/pages.</li> <li>I will learn a range of Nursery Rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>We will begin to mark make and identify our marks.</li> <li>We will recognise familiar logos and labels within the classroom environment.</li> </ul>	
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>Make connections between the features of their family and other families. (<i>Birth-3 year</i>).</li> <li>Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>I know about family structures and am able to talk about who is part of my family.</li> </ul>	<ul style="list-style-type: none"> <li>We will talk about our body parts and what the function is of each part.</li> <li>We will draw silhouettes and orally label body parts.</li> <li>We will identify similarities and differences between ourselves and our peers.</li> <li>We will make self-portraits.</li> </ul>	
<b>Expressive Art &amp; Design</b>	<ul style="list-style-type: none"> <li>Use their imagination as they consider what they can do with different materials. (<i>Birth-3 year</i>)</li> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> </ul>	<ul style="list-style-type: none"> <li>I know that different musical instruments make different sounds, and I can differentiate between the sounds, sharing thoughts and feelings about what I have heard.</li> <li>I know that certain art types belong to different cultures.</li> <li>I am able to construct with a purpose and safely.</li> </ul>	<ul style="list-style-type: none"> <li>We will listen to and join in with Nursery Rhymes and use musical instruments to tap out a rhythm.</li> <li>We will paint self-portraits.</li> <li>We will create Kandinsky inspired artwork.</li> <li>We will use various construction materials.</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively sharing ideas, resources, and skills.</li> </ul>
<b>Outdoor learning</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>I will be able to talk about the signs of Autumn that I can see</li> </ul>	<ul style="list-style-type: none"> <li>We will go on a walk around Coronation Gardens to collect</li> </ul>	

		<p>on my way to school and on my walk around Coronation gardens.</p> <ul style="list-style-type: none"><li>• I will be able to describe different kinds of weather.</li></ul>	<p>Autumn leaves to make a collage.</p> <ul style="list-style-type: none"><li>• We will observe the weather at school as part of our morning routine.</li><li>• We will do muddy mark making</li><li>• We will create self-portraits out of conkers, sticks, leaves and twigs.</li><li>• We will use chalk to create giant Kandinsky inspired artwork in the playground. We will play nature bingo.</li></ul>	
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