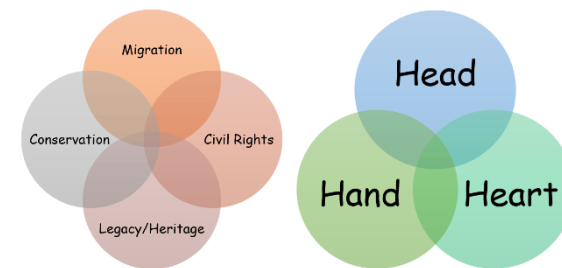


Riversdale Primary School

Medium Term Planning

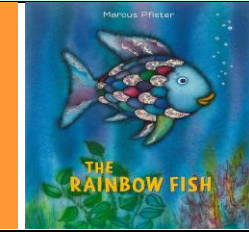
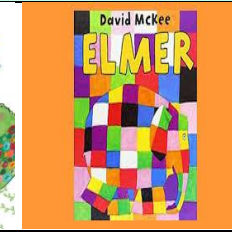
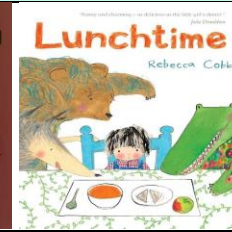
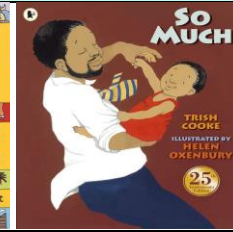
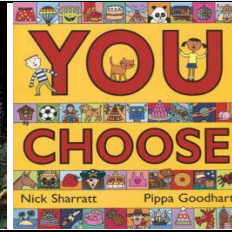
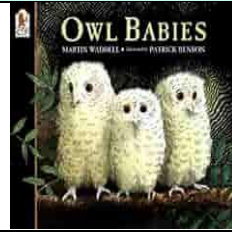


Year Group	Nursery
Topic	This is me!
Vocabulary	<p>Body parts: arms, legs, shoulder, head, back, knees and bottom.</p> <p>Facial features: eyes, nose, mouth, ears, hair, eyebrows and teeth.</p> <p>Family members: Mummy, Daddy, Sister, Brother, Grandma (Granny), Grandpa (Grandad), Aunty and Uncle.</p> <p>Animal babies: piglets, calves, kittens, puppies, chicks</p> <p>Routine: day, night, bedtime, morning, lunch, snack, home-time, washing hands, tidy-up, story time, carpet time, play, group time.</p>

Learning Overview	
<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.



Linked UNCRC Articles

Rule of law

Children understand their own and others' behaviour.
 To understand that we have classroom rules that help us to be safe and help us learn together.
 To understand that breaking class rules has consequences.

Democracy

making decisions together.
 Children are encouraged to take turns and share.
 Children are encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.
 To take a class vote on a chosen topic.

Individual liberty

Freedom for all Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning. Risk taking.

Mutual respect and tolerance

Children celebrate different festivals and share experiences of all cultures and faiths. Children learn to take turns to talk and listen to each other.
 Adults provide resources and activities that challenge gender, cultural and racial stereotyping.

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?
Communication & Language	Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer' (Birth-3 year) Linking up to 5 words together. Using pronouns ('me', 'him', 'she'), and using plurals and prepositions	I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions. I am able to use talk to organise my play: "Let's go on a bus... you sit there... I'll be the driver."	We will learn new vocabulary around our topic and transitions/change and summer holidays. We will start to blend simple words and orally segments simple words by copying an adult.	Listening to one another and sharing ideas.

	<p>('in', 'on', 'under') – these may not always be used correctly to start with. <i>(Birth-3 year)</i></p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>			
Mathematics	<p>Take part in finger rhymes with numbers. <i>(Birth-3 year)</i></p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. <i>(Birth-3 year)</i></p>	<p>I can sing a range of number songs.</p> <p>I can say number names to 5 in order.</p> <p>I know that time can be measured using days.</p> <p>I know that the last number said represents the total number of objects.</p> <p>I can name some 2D shapes in the environment.</p>	<p>We will talk about what happened today, yesterday and tomorrow.</p> <p>We will count out a group of up to 5 objects.</p> <p>We will show an understanding of 1:1 counting to 5. Knowing that the last number you count represents the total number of objects.</p> <p>We will talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners.</p> <p>We will use 2D shapes to make pictures.</p>	<p>Listen to one another respectfully</p> <p>Approach problem solving with curiosity</p> <p>Solve problems with a systematic approach</p> <p>Engage in discussion with a partner or as a part of a group</p>
PSED	<p>Develop friendships with other children <i>(Birth-3 year)</i></p> <p>Learn to use the toilet with help, and then independently. <i>(Birth-3 year)</i></p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". <i>(Birth-3 year)</i></p>	<p>I know that I can approach adults in Nursery when needed.</p>	<p>We will separate from our main carer and learn to adapt to the Nursery environment.</p> <p>We will select and use activities and resources, with some support if needed.</p> <p>We will wash hands after using the toilet.</p>	
Physical Development	<p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle. <i>(Birth-3 year)</i></p> <p>Start to eat independently and learn how to use a knife and fork. <i>(Birth-3 year)</i></p>	<p>I know the importance of personal hygiene and being clean and tidy.</p> <p>I know that washing hands is important after using the toilet and before I eat.</p>	<p>We will learn to take care of toileting needs independently.</p> <p>Children will begin to show a preference for a dominant hand. We will learn how to climb apparatus safely and begin to show awareness of</p>	<p>Work collaboratively and share ideas</p>

	Use large and small motor skills to do things independently, for example manage buttons and zips. <i>(Birth-3 year)</i>	I know that books in English should be read from left to right and one page at a time. I know how to use alternate feet when climbing. I can show independence with eating and drinking, e.g. being able to feed myself and ask for help with opening containers.	moving on equipment safely with peers.	
Literacy	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. <i>(Birth-3 year)</i> Ask questions about a book. Make comments and shares their own ideas. <i>(Birth-3 year)</i> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Comments and shares their own ideas. <i>(Birth-3 year)</i> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." <i>(Birth-3 year)</i>	I know that text can be used as a form of identification. I know that text is read from left to right and top to bottom in English. I can name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages. I will learn a range of Nursery Rhymes.	We will begin to mark make and identify our marks. We will recognise familiar logos and labels within the classroom environment.	
Understanding the world	Make connections between the features of their family and other families. <i>(Birth-3 year)</i> Notice differences between people.	I know about family structures and am able to talk about who is part of my family.	We will talk about our body parts and what the function is of each part. We will draw silhouettes and orally label body parts. We will identify similarities and differences between ourselves and our peers. We will make self portraits	
Expressive Art & Design	Use their imagination as they consider what they can do with different materials. <i>(Birth-3 year)</i> Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	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. I know that certain art types belong to different cultures. E.g. Africa. I am able to construct with a purpose and safely.	We will listen to and join in with Nursery Rhymes and use musical instruments to tap out a rhythm. We will paint self-portraits. We will create Kandinsky inspired artwork. We will use various construction materials.	Create collaboratively sharing ideas, resources, and skills.

Outdoor learning		I will be able to talk about the signs of Autumn that I can see on my way to school and on my walk around Coronation gardens. I will be able to describe different kinds of weather.	We will go on a walk around Coronation Gardens to collect Autumn leaves to make a collage. We will observe the weather at school as part of our morning routine. We will do muddy mark making We will create self-portraits out of conkers, sticks, leaves and twigs. We will use chalk to create giant Kandinsky inspired artwork in the playground. We will play nature bingo.	
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