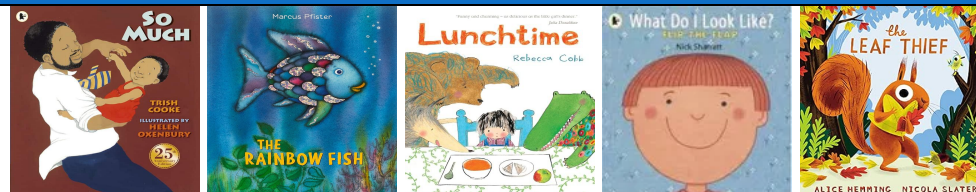


Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Nursery
TERM	Autumn 1
BIG QUESTION	This is me!
VOCABULARY	Body and facial features: - arms, legs, shoulders, head, back, knees, eyes, nose, mouth, ears, hair, eyebrows, teeth Family: - family, parent, mummy, daddy, sister, brother, grandma, grandad, aunt, uncle Routines: - morning, afternoon, day, night, bedtime, lunchtime, snack, home time, tidy up, story time, carpet time, group time Mathematics: - one, two, three, four, five, count, how many, shape, side, corner, round, straight, big, small, bigger, smaller, tall, short Autumn and environment: - Autumn, season, leaf, leaves, tree, conker, twig, weather, rain, wind, sun, cloud, change Emotions and relationships: - happy, sad, worried, excited, calm, friend, share, turn, help Animal Babies: - piglets, calves, kittens, puppies, chicks

VEHICLE TEXT(S)



LEARNING OVERVIEW

This half term we will be settling in and getting to know each other and the routine in nursery.

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

SUBJECT	CONSOLIDATING: WHAT SKILLS SPECIFIC TO THIS TOPIC ARE BEING BUILT UPON? WHAT KNOWLEDGE SPECIFIC TO THIS TOPIC IS BEING CONSOLIDATED?	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 an increasing range of speech sounds clearly. • Combine words into short phrases and sentences. • Use pronouns, plurals and positional language. • Understand and respond to simple who, what and where questions. • Use talk during play to communicate wants, ideas and experiences.	Know: • That words can be used to communicate ideas, feelings and needs. • The meaning of new vocabulary linked to themselves, families, routines and Autumn. • That listening to another person helps us understand what they are saying. • That questions can be used to find out more. • That words can be broken into sounds.	• Listen to an adult or peer for increasing periods. • Express needs, ideas and experiences using spoken language. • Join words together to communicate increasingly detailed ideas. • Use talk to organise and develop imaginative play. • Answer simple questions about familiar experiences. • Ask simple questions to find out more. • Join in with oral blending and segmentation by copying an adult. • Use newly learned vocabulary in conversation and play.	• Respect – listen to others, take turns and respond appropriately. • Responsibility – use words to communicate needs and contribute positively to conversations. • Reflection – think about what others have said and make connections with their own experiences. • Resilience – have the confidence to communicate ideas and keep trying when finding the right words is difficult.
MATHEMATICS	• Join in with number rhymes and songs.	Know: • Number names to 5 in sequence.	• Recite number names to 5 in order.	• Respect – listen to others' mathematical ideas and take turns when using resources.

	• Use language to compare size, height and weight. • Notice numbers and shapes in their environment. • Explore quantities through everyday play.	• That numbers can represent quantities. • That the final number said when counting tells us how many objects there are altogether. • That objects should be counted once each. • The names of some common 2D shapes. • That shapes have properties such as sides, corners, straight edges and curved edges. • That events happen in an order and can be described using words such as today, yesterday and tomorrow.	• Count a small group of objects using one-to-one correspondence. • Say how many objects are in a group after counting them. • Join in with number songs and finger rhymes. • Identify some common 2D shapes in the environment. • Explore and describe simple properties of 2D shapes. • Select and combine shapes to make pictures and representations. • Use simple language relating to time and sequence.	• Responsibility – use mathematical resources carefully and stay engaged in learning. • Reflection – notice patterns, quantities and shapes and talk about what they observe. • Resilience – keep trying when counting, sorting or solving a problem is challenging.
PSED	• Develop friendships with other children. • Express some feelings using words. • Separate from familiar adults for short periods. • Develop greater independence with personal care.	Know: • That Nursery is a safe place with adults who can help them. • The names of familiar adults and children within Nursery. • That Nursery has routines which help everyone know what happens next. • That feelings can be expressed using words. • That other people may have feelings and needs that are different from their own. • That resources belong to everyone and need to be cared for.	• Separate from their main carer with increasing confidence. • Seek help from a familiar adult when needed. • Select activities and resources with increasing independence. • Follow familiar Nursery routines. • Begin to express feelings and needs verbally. • Play alongside and increasingly with other children. • Share and take turns with adult support where needed. • Wash their hands after using the toilet and before eating.	• Respect – recognise that others have feelings, share resources and begin to take turns. • Responsibility – follow routines, care for resources and develop independence in personal care. • Reflection – recognise and begin to talk about their own feelings and experiences. • Resilience – manage separation, adapt to new routines and persevere when something feels unfamiliar or difficult.
PHYSICAL DEVELOPMENT	• Use wheeled toys such as scooters, tricycles and push-along toys. • Eat with increasing independence. • Use large and small movements to complete everyday tasks. • Manage simple clothing fastenings with support.	Know: • That handwashing helps keep us clean and healthy. • That hands should be washed after using the toilet and before eating. • That equipment must be used safely. • That their body can move in different ways.	• Manage toileting needs with increasing independence. • Wash and dry their hands appropriately. • Feed themselves and ask for help when needed. • Use climbing equipment with increasing control. • Begin to use alternate feet when climbing.	• Respect – cooperate with others, take turns and move safely around peers. • Responsibility – care for equipment and make safe choices for themselves and others. • Reflection – notice what their body can do and recognise when they need help.

		• That climbing safely involves looking where they are going and controlling their movements. • That books in English are handled and viewed from front to back and pages are turned one at a time.	• Move safely around other children and equipment. • Develop increasing control of large and small movements. • Begin to demonstrate a preference for a dominant hand. • Turn the pages of a book carefully and sequentially.	• Resilience – keep trying when learning new physical skills and develop confidence through repeated practice.
LITERACY	• Join in with familiar songs and rhymes. • Copy sounds, rhythms and repeated language. • Ask questions and make comments about books. • Notice familiar print, logos and symbols. • Make marks and give meaning to them.	Know: • That print carries meaning. • That text can be used to identify people, places and objects. • That English print is read from left to right and from top to bottom. • The names of key parts of a book, including the front cover, back cover, spine and pages. • A growing repertoire of Nursery rhymes, songs and repeated refrains. • That marks and symbols can be used to communicate meaning.	• Join in with familiar rhymes, songs and repeated phrases. • Handle books carefully and turn pages in sequence. • Identify the front cover and pages of a familiar book. • Talk about pictures and events in books. • Make comments and share ideas about what they have heard. • Recognise familiar environmental print, logos and labels. • Make purposeful marks using a range of tools. • Give meaning to marks they have made. • Recognise their own name and begin to notice some of the letters within it.	• Respect – listen to others' ideas and handle books and resources carefully. • Responsibility – look after books and take increasing ownership of choosing and using literacy resources. • Reflection – talk about stories, pictures and their own marks and explain what they represent. • Resilience – experiment with mark-making and communication and keep trying when something is unfamiliar.
UNDERSTANDING THE WORLD	• Notice similarities and differences between people. • Make connections between their own family and other families. • Talk about familiar people and experiences.	Know: • The names of key external body parts and facial features. • That different parts of the body have different functions. • That people have similarities and differences. • That every person is unique. • That families can be made up in different ways. • The names of familiar family members. • That Autumn is a season.	• Identify and name key body parts and facial features. • Talk about simple functions of different body parts. • Observe and describe similarities and differences between themselves and others. • Talk about people who are important to them. • Use family-related vocabulary appropriately. • Observe seasonal changes in the immediate environment. • Talk about what they notice during first-hand exploration.	• Respect – recognise and value similarities and differences between people and families and show care for living things and the environment. • Responsibility – care for themselves, others and their surroundings. • Reflection – observe carefully and talk about what they notice about themselves, other people and the natural world. • Resilience – confidently explore unfamiliar experiences and keep

		Some observable signs of Autumn, including changes to leaves and weather.	Represent observations through drawing, painting and other media.	investigating when answers are not immediately obvious.
EXPRESSIVE ART & DESIGN	- Explore what different materials can do. - Join in with familiar action songs. - Use their imagination during play. - Explore sounds made by instruments and everyday objects.	Know: - That different materials can be used in different ways. - That colours, lines and shapes can be combined to create artwork. - That musical instruments produce different sounds. - That a rhythm is a repeated pattern of sounds. - That artists can use shapes, lines and colours in different ways. - That creative work can represent ideas, people and experiences.	- Explore and select from a range of materials and tools. - Create self-portraits by observing their own features. - Experiment with colour, line and shape. - Create artwork inspired by the use of shapes and colours in the work explored during the half term. - Join in with Nursery rhymes and familiar songs. - Explore different musical instruments and describe or respond to their sounds. - Copy and create simple rhythms. - Use construction materials to create with increasing purpose. - Develop imaginative ideas through role play and open-ended materials.	- Respect – value others’ ideas and creations and use shared resources carefully. - Responsibility – look after creative materials and contribute positively to shared activities. - Reflection – talk about their creations, choices and responses to art and music. - Resilience – experiment with unfamiliar materials and techniques and keep trying when a creative idea does not work immediately.
OUTDOOR LEARNING	N/A	Know: - That Autumn brings observable changes to the natural environment. - That leaves can change colour and fall from trees. - That weather can change from day to day. - Simple vocabulary for describing weather and seasonal change. - That natural materials have different colours, textures, shapes and sizes.	- Observe and talk about signs of Autumn. - Describe simple weather conditions. - Collect, sort and explore natural materials. - Use natural materials purposefully in creative work. - Make marks on a large scale using a range of outdoor tools and surfaces. - Talk about what they notice during walks and outdoor exploration.	- Respect – care for plants, animals and the local environment. - Responsibility – follow expectations when exploring outdoors and use natural resources thoughtfully. - Reflection – notice changes in the environment and talk about what they observe. - Resilience – explore confidently outdoors and engage with new sensory and physical experiences.