

	<u>Listening and attention</u>	<u>Speaking</u>
<u>Communication and Language</u>	<p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures. (Birth to 3)</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>

	<u>Self-Regulation</u>	<u>Managing self</u>	<u>Building relationships</u>
<u>Personal, social, emotional development.</u>	<p>- Increasingly follow rules, understanding why they are important.</p> <p>-Develop appropriate ways of being assertive.</p>	<p>-Develop their sense of responsibility and membership of a community.</p> <p>-Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Show more confidence in new social situations. 3-4 years</p>

	<u>People and Communities</u>	<u>Natural World</u>	<u>Past and Present</u>
<u>Understanding the world</u>	<p>- Begin to make sense of their own life-story and family's history.</p>	<p>-Use all their senses in hands-on exploration of natural materials</p> <p>-Explore collections of materials with similar and/or different properties.</p> <p>Talk about the difference between materials and change they notice.</p>	<p>-How do celebrations differ in your past?</p>



Nursery Medium Term Plan

This term our topic is on:

Seasons and celebrations

	<u>Gross Motor</u>	<u>Fine Motor</u>
<u>Physical Development</u>	<p>-Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>-Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>-Use a comfortable grip with good control when holding pens and pencils.</p> <p>-Show a preference for a dominant hand.</p>

	<u>Creating with materials</u>	<u>Being Imaginative and Expressive</u>
<u>Expressive arts and design</u>	<p>-explore different materials using all their senses to investigate them.</p> <p>Manipulate and play with different material.</p>	<p>-Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>

	<u>Number</u>	<u>Numerical patterns</u>
<u>Mathematics</u>	<p>-Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>

	<u>comprehension</u>	<u>Reading</u>	<u>Writing</u>
<u>Literacy</u>	<p>• Understand 3 of the five key concepts about print: 1. print has meaning 2. the names of the different parts of a book 3. page sequencing</p> <p>-Engage in extended conversations about stories, learning new vocabulary.</p>	<p>- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>-Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes (3-4 years). 	<p>Make marks on their picture to stand for their name.</p>

Celebrations, learning about the world and the nature.	<p>Week 1</p>  <p>31/10/22</p>	<p>Week 2</p>  <p>07/11/22</p>	<p>Week 3</p>  <p>14/11/22</p>	<p>Week 4</p>  <p>21/11/22</p>	<p>Week 5</p>  <p>28/11/22</p>	<p>Week 6</p>  <p>05/02/22</p>	<p>Week 7</p>  <p>12/12/22</p>
Nursery activities:	<p>PD-gross motor skills- rangoli patterns with chalk/car tracks. Fine motor skills- spaghetti in a colander and catching spiders with tweezers. Lit- name letters and keyboards UW- pumpkin investigation/Diwali lamps EAD-Diwali lamps Roleplay- homecorner and cafe Constuction- PSED- play in a group creating potions. Maths- spiders and pegs to match</p>	<p>PD-yoga and colouring/tracing Lit- Gruffalo icecream and crumble To retell the story. UW- Nature trail. EAD- Painting role playing masks/Create characters with natural resources. PSED- Little book of manners. Maths-Subitising with a dice and using beebots. Role Play-cafe.</p>	<p>PD/Maths- Shapes outlined with masking tape to walk around them or roll cars around them. Maths-Gruffalo number cars and pegs. UW-Forest animals/sink and float. Lit.- props and role play Tracing and colouring parts of the book. PSED/EAD- collaborative play- make a den for the Gruffalo.</p>	<p>PD- Playdough/ Shop Wrapping objects/ Braiding hair in dummy. Maths - playdough number shapes, balls to match numbers. Patterns in construction area. Lit- Corn flower and numbers. UW-Snow and winter animals. EAD-Stencils dinosaurs and snow pictures - blow white paint on paper. Role play- shop. PSED- taking turns choosing a</p>	<p>PD- Cut out snow flakes/bikes. Maths- shapes to create pictures. Explore length and size using natural objects. Lit- Name tracing UW-winter animals/clothes. EAD- Fingerprint snow art. PSED- buy something for a friend! Wrap it up! Role play-shop</p>	<p>PD -Maths- Make shapes twisting pipe cleaners/Christmas trees and pompoms - use tweezers to put on trees to match numbers. Lit- passport making/ decorate initial letter. Decorating initial letters in name UW- holidays/Christmas around the world. EAD-Christmas tree decoration/ Angel dollies tree top. PSED- Litter picking day around playground and natural area. Role Play-Airport</p>	<p>PD-Wrap up and fold paper to make presents for a friend. Maths-Positional language using a Christmas tree and presents and Gingerman buttons - counting and matching. Lit- Santa's wish list - cut out pictures and stick (or mark make-draw)/Glitter and alphabet with brushes. EAD- Christmas wreaths and cards.</p>

	numbers as legs/rangoli patterns. Role Play- caffe.			song from the song bag.			Role Play- airport
<u>Lit</u>	Focus on nursery rhymes. Daily mark making and book reading in the morning as an early morning activity while waiting for everybody and doing the register. If ready some children could write their name.	Focus on nursery rhymes. Daily mark making and book reading in the morning as an early morning activity while waiting for everybody and doing the register. If ready some children could write their name.	Focus on nursery rhymes. Daily mark making and book reading in the morning as an early morning activity while waiting for everybody and doing the register. If ready some children could write their name.	Focus on nursery rhymes. Daily mark making and book reading in the morning as an early morning activity while waiting for everybody and doing the register. If ready some children could write their name.	Focus on nursery rhymes. Daily mark making and book reading in the morning as an early morning activity while waiting for everybody and doing the register. If ready some children could write their name.	Focus on nursery rhymes. Daily mark making and book reading in the morning as an early morning activity while waiting for everybody and doing the register. If ready some children could write their name.	Focus on nursery rhymes. Daily mark making and book reading in the morning as an early morning activity while waiting for everybody and doing the register. If ready some children could write their name.
<u>PD</u>	Gross motor skills- car tracks in rice and rangoli patterns on the floor using chalk. Fine motor skills- daily mark making, catching spiders with tweezers and putting spaghetti through a colander.	Gross motor skills - yoga for children in the afternoon. Fine motor skills- cutting masks, mark making and pencil control with available colouring and tracing activities.	Gross motor skills- big shapes to walk on heel to toe or to roll cars and make a den for the Gruffalo. Fine motor skills- pegs in the maths activity and different colourings and	PD-Gross motor skills- wrapping objects in paper. Fine motor skills- braiding hair, stencil dinosaurs and playdough.	Gross motor skills- bikes. Fine motor skills- name tracing and cutting skills. We will also have daily colouring and tracing activities to encourage mark making.	Gross motor skills- bikes and yoga in the afternoon. Fine motor skills - twist pipe cleaners and use tweezers. We will also have daily colouring and tracing activities to encourage mark making.	Gross motor skills- fold paper, wrap objects in paper as presents. Fine motor skills- mark make wish list, cut pictures for wish list.

			tracing activities- daily.				
<u>Vocabulary and questions</u>	What is Diwali? Diva lamp, Sita, Rama, light, festival, colours, rangoli, laddoo, sweets, fireworks, Halloween, pumpkin, lantern, Hanuman, Hindu, festivity, celebrations. What do you celebrate at home? Trick or treat, costume.	Gruffalo book vocabulary: characters, what is going to happen next? What is the mouse doing/saying? What is your favourite part of the book? Gruffalo's body, Gruffalo's song. Nature trail- trees, leaves, sticks, pebbles, soil.	Caffe vocabulary: till, waiter, waitress, change, bill, food names, healthy and unhealthy food. Continue to reinforce the vocabulary from last week regarding the Gruffalo.	Playdough vocabulary: pinch, roll, stretch, pat. Shop vocabulary- till, wrap, paper, present, buy, change, pay. Winter vocabulary- snow, cold, wind, clothes to wear in the winter: hat, gloves, coat etc	Winter animals. How do we keep warm in the cold? Winter clothes. What is the weather like in Winter?	Holidays and airports: passport, wallet, suitcase, countries. Christmas around the world: wreaths, Santa, Three Wise Men, Nativity, presents, Christmas tree. How do you celebrate Christmas at home? What other festivities do you celebrate at home?	Christmas presents, toys, wishes, what are you going to do in the holidays? What are you going to ask Santa for? What special food are you going to eat?