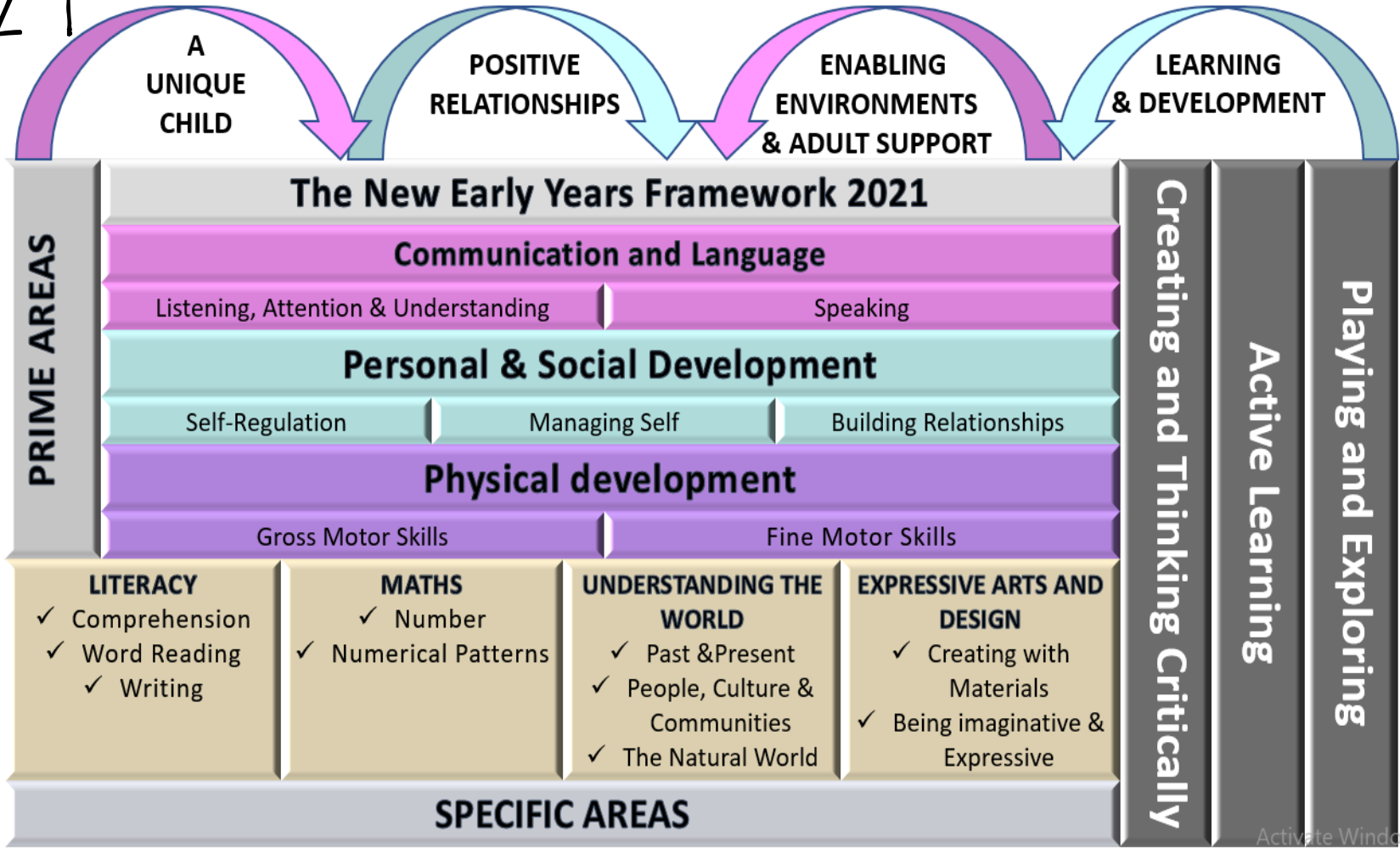



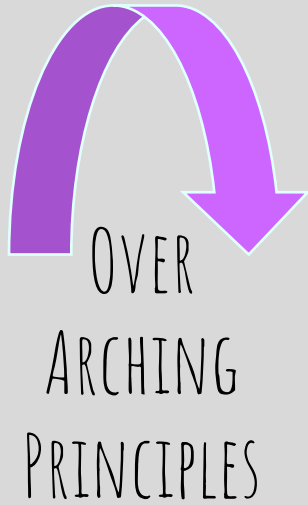
EYFS MEDIUM TERM PLAN 23-24



NURSERY LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING & BEHAVIOUR FOR LEARNING	WHAT MAKES US DIFFERENT? This is me and my family Likes and dislikes My house A place called home The three little pigs Harvest festival What makes me special My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	HOW DOES THE WORLD CELEBRATE? Birthdays Halloween Weddings Remembrance Day Diwali Bonfire The Nativity At the Panto Christmas Lists Letters to Father Christmas Hannukah Black History Month	DO ALL HEROES WEAR CAPES? Key worker roles Medical profession Education profession Emergency services profession Dental practice Beauty careers Veterinary career Careers and jobs Community helpers Retail Waste collectors Homeless charities	DO ALL HEROES WEAR CAPES? Supertato The Baddies Lost and found Friends Create your own superhero Global recycling day Good Friday Mothers' day St Patrick's Day British Science Week	WHERE DO ANIMALS LIVE? The Emperor's Egg The Polar Bear The Ugly Five Meerkat mail Captivating creatures The Arctic and its animals African animals	WHERE DO ANIMALS LIVE? The Jungle The Ocean Minibeasts The forest
POSSIBLE TEXTS	Super Me! We ae Family The very hungry worry monster. Grow Strong, a book about healthy habits. It's Harvest time Sharing a Shell It's great to work together.	Sparks in the sky The poppy Story Rama and Sita Hanukkah lights Celebrating weddings around the world Santa Post The Christmas Story	Superhero like you Florence nightingale Clive is a nurse PC Ben Firefighter like me How to be a dentist What jobs could you do? I want to be a vet When I grow up	Supertato The Baddies Lost and found	The Emperor's Egg The Polar Bear The Ugly Five Meerkat mail Captivating creatures	Rumble in the Jungle Giraffes can't dance A coral reef story Shark in the Dark Twist and Hop at the minibeast hop.
'WOW' MOMENTS / ENRICHMENT WEEKS	Roald Dahl Day International Literacy Day Black History Month Zero Waste Week Harvest Festival World Space Week World Singing day Harvest Time Birthdays Favourite Songs Mansfield Palace theatre trip – Help! There's a monster in my show.	Guy Fawkes/Bonfire Night Halloween Christmas Time/Nativity Diwali Hannukah Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week Thanksgiving World Children's Day St Andrew's Day	Police/ Fire/Nurse/Army/ Firefighter visit What do I want to be when I grow up? Little City visit in school – Jobs in the community Chinese New Year Braille Day Burns Night Children's mental health week. Safer internet day	Easter Good Friday Lent Global recycling day British Science Week World Book Day International Women's Day Mother's Day What do I want to be when I grow up?	Earth Day St George's Day Captivating Creatures Penguin Day Passover International Day of Families Africa Day	Post a letter Talent show Father's Day Eid Make Music Day Summer Fayre Giraffe Day Joke Day World Chocolate Day Shark Awareness Day EYFS Graduation Minibeast hunt

NURSERY MEDIUM TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE?	DO ALL SUPERHEROES WEAR CAPES?	DO ALL SUPERHEROES WEAR CAPES?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE?
 	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: -Play and exploration in early years settings means children can choose and engage in their own activities, where they can develop through first hand experiences– by actively 'doing'.</p> <p>Active learning: - Children learn through experience, they maintain concentration and continue to try when difficulties occur, children enjoy making achievements and thinking critically.</p> <p>Creating and thinking critically: - Children have their own ideas to develop, make links in learning and experiences and develop strategies to complete activities. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><i>Excellence: Children are exposed to real life experiences which provide them with excellent learning opportunities. Children develop the quality of becoming outstanding learners and achievers.</i></p> <p><i>Respect : Children’s wishes and feelings are respected. They develop respect for each other and the adults around them with every individual feeling valued.</i></p> <p><i>Friendship: Children develop friendships which help them develop socially, emotionally and mentally. Through quality interactions with peers and staff they learn social skills such as how to communicate and solve problems cooperatively.</i></p>					

NURSERY MEDIUM TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE?	DO ALL SUPERHEROES WEAR CAPES?	DO ALL SUPERHEROES WEAR CAPES?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE?
OUR VALUES ASSEMBLIES / SHARING CIRCLES These will mirror the principles and values of our school. We will ‘dip in and out of each area’ each term as and when we need to.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Mutual respect and Tolerance We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Mutual respect and Tolerance We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry National Baseline data by end of term Set up Tapestry Phonic Intervention groups Develop floorbooks	GLD Projections for EOY On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments	Network meetings Trust moderation EYFS team meetings Internal moderations Speech and Language intervention Floor book moderation	Pupil progress meetings Parents evening info EYFS team meetings Ki Track analysis	Network meetings Trust moderation EYFS team meetings Internal moderations Speech and Language intervention Floor book moderation	Pupil progress meetings Parents evening info EYFS team meetings Ki Track EOY data
PARENTAL INVOLVEMENT	Stay and Play Harvest Assembly Home / School Agreement Proud Clouds Phonics workshop	Proud Clouds Nativity Maths workshop Parents Evening Stay and play	Proud Clouds Writing workshop Share a story Stay and Read morning Look at me! Talent show!	Proud Clouds Parents Evening Stay and Play School trip Share a story	Proud Clouds Share a story Maths Morning – Look how far we have come! School Trip	Proud Clouds Share a story Parents Evening Teddy Bears Picnic Stay and Play



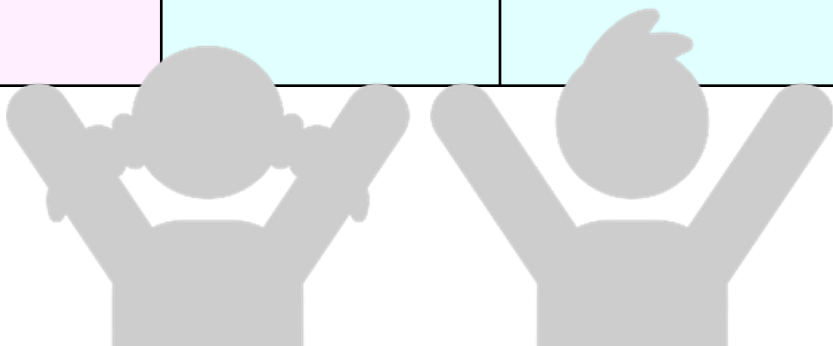
NURSERY MEDIUM TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE?	DO ALL SUPERHEROES WEAR CAPES?	DO ALL SUPERHEROES WEAR CAPES?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE?
COMMUNICATION AND LANGUAGE <small>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</small>	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, real life experiences productions, assemblies and weekly interventions, daily shared stories.	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Asking questions about heroes. Commenting on different jobs Role play dream jobs	Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	<u>Time to share!</u> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.



NURSERY MEDIUM TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE?	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE?
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
MANAGING SELF SELF - REGULATION BUILDING RELATIONSHIPS	New Beginnings See themselves as a valuable individual. Try new activities Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals Know right from wrong Work towards simple goals Follow instructions	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Preserve with challenging tasks Understand own and others feelings	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel scenarios Adapt behaviours to different settings	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves.	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves.	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.





NURSERY MEDIUM TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE?	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE?
PHYSICAL DEVELOPMENT	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Dialing the phone Turning doorknobs keys and locks Buttoning and unbuttoning Opening and closing zippers Threading, cutting, weaving, Picking up small foods i.e. Raisins Stacking Blocks Dressing dolls playdough, Fine Motor activities. Manipulate objects with good fine motor skills	Building with Lego Playing Puppets Stringing beads Musical instruments Turning book pages Using cutlery Pouring drinks Threading, cutting, weaving, playdough, Fine Motor activities. draw, write or copy. Teach and model correct letter formation.	Using a ladle, tongues or large spoon Stirring, mixing and whisking Pasting and gluing Threading, cutting, weaving, playdough, Fine Motor activities. Handle tools, objects, construction and malleable materials with increasing control. Holding Small Items /	Sculpting with clay Rolling dice Spinning spinners Putting together a train track Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Build things with smaller linking blocks, such as Duplo or Lego
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilizers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
	From Development Matters 20’: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					
FINE MOTOR	Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.					
GROSS MOTOR						



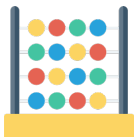
NURSERY MEDIUM TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE?	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE?
<div>LITERACY</div> <div>COMPREHENSION - DEVELOPING A PASSION FOR READING</div> <div>Children will visit the school library weekly</div> <div>WORD READING</div>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Use of Fantastic Lenses to discuss stories. Use talk for writing to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Make the books available for children to share at school and at home. Encourage children to read and share books at home with their grown ups . World Book Day	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Retelling and acting out stories. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions, designing and drawing insects. Talking about my favourite memories of the year.
	Phase 1 Phonics Aspect 1 – General sound discrimination – environmental sounds Getting to know you week Tuning into sounds (auditory discrimination) Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension)	Phonics Phase 1: Aspect 2 & 3 – Instrumental sounds & Body percussion Little Wandle: (Oral Blending throughout the year) Foundations for Phonics, focus sounds: S a t p i n Teach children to hear the same initial sound for words and names of objects.	Phonics Phase 1: Aspect 4 – Rhythm Little Wandle: (Oral Blending throughout the year) Foundations for Phonics, focus sounds: M d g o c k e Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Phonics Phase 1: Aspect 5 – Alliteration Little Wandle: (Oral Blending throughout the year) Foundations for Phonics, focus sounds: U r h b f l j Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.	Phonics Phase 1: Aspect 6 Voice Sounds Little Wandle: (Oral Blending throughout the year) Foundations for Phonics, focus sounds: v w y z q u c h Teach children to identify initial sounds of words and objects	Phonics Phase 1: Aspect 4 – Rhyming Aspect 7– Oral segmenting. Little Wandle: (Oral Blending throughout the year) Foundations for Phonics, focus sounds: C k x s h t h n g n k Teach children to identify the final sounds of words and objects.



NURSERY MEDIUM TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE?	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE?
<div>WRITING</div> <div>TFW USED AS STIMULUS ACROSS THE YEAR</div> <div>TEXTS MAY VARY DUE TO CHILDREN'S INTERESTS</div> <div>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</div>	<div>Texts as a Stimulus:</div> <div>Super Me! We ae Family The very hungry worry monster. Grow Strong, a book about healthy habits. It's Harvest time Sharing a Shell It's great to work together.</div> <div>Mark making of 'my life and people in it' Joining in with repeated refrains within stories</div>	<div>Texts as a Stimulus:</div> <div>Sparks in the sky The poppy Story Rama and Sita Hanukkah lights Celebrating weddings around the world Santa Post The Christmas Story</div> <div>Mark making – bonfire pictures. Wedding cards mark making-giving meaning to marks they make. Wish lists to Santa</div>	<div>Texts as a Stimulus:</div> <div>Superhero like you Florence nightingale Clive is a nurse PC Ben Firefighter like me How to be a dentist What jobs could you do? I want to be a vet When I grow up</div> <div>What is a key worker? Drawing pictures of someone who helps us in the community. Mark making. Draw and design a new toothbrush and talk about it. Paint your dream job and talk about it. Mark making.</div>	<div>Texts as a Stimulus:</div> <div>Supertato The Baddies Lost and found</div> <div>Make and design your own supertato. Retelling story– saying what your favourite part is. Design your own Baddie– make marks to label. Draw and label what the boy and the penguin will take in their suitcase. Draw a picture of the penguin and describe him.</div>	<div>Texts as a Stimulus:</div> <div>The Emperor's Egg The Polar Bear The Ugly Five Meerkat mail Captivating creatures</div> <div>Lifecycle of a penguin. What do polar bears need to survive – mark making. Polar bear fact file. Recount – retelling the story. Design and make a postcard – name writing.</div>	<div>Texts as a Stimulus:</div> <div>Rumble in the Jungle Giraffes can't dance A coral reef story Shark in the Dark Twist and Hop at the minibeast hop</div> <div>Draw what you would need to go on an outdoor trip – use initial sounds to make marks. Letters/birthday cards to the King. Draw pictures and label/mark make – how can we look after our ocean? Retell and draw story maps. use initial sounds to write. My favourite memories.</div>



NURSERY MEDIUM TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE?	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE?
MATHS	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , ‘have a go’ , talk to adults and peers about what they notice and not be afraid to make mistakes.					
Mathematics Mastery	<p>Number song: Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Colours: Children should be taught to recognise and name colours in a variety of contexts e.g. toys within the classroom, colours in nature, colours in the environment, matching colours, colours on themselves such as hair, skin, clothes. Children should be able to say when objects are and are not the same colour. Link to expressive art and design through painting</p> <p>Match: Provide opportunities for the children to explore and match objects which are the same.</p> <p>Can you find one exactly like mine? How do you know it's the same? Can you find one different to mine? Why is this one not like mine?</p> <p>Sort Children learn that collections can be sorted into sets based on attributes such as colour, size or</p>	<p>To compare amounts</p> <p>To compare size.</p> <p>To compare mass.</p> <p>To compare capacity.</p> <p>To explore patterns.</p> <p>To copy a pattern.</p> <p>Fluency Focus week.</p>	<p>To compare capacity.</p> <p>To explore patterns</p> <p>To copy an AB pattern.</p> <p>Number blocks episode 1</p> <ul style="list-style-type: none">- counting to 1- finding 1 object- representing 1 on a 5 frame- A circle – 1 side <p>Number blocks episode 2</p> <ul style="list-style-type: none">- counting to 2- finding 2 objects- representing 2 on a 5 frame- a semi-circle – 2 sides shape.	<p>Number blocks episode 3</p> <ul style="list-style-type: none">- counting to 3- finding 3 objects- representing 3 on a 5 frame- a triangle – 3 side shape <p>Length encourage them to see more specific mathematical vocabulary in relation to:</p> <p>Length – longer/shorter</p> <p>Breath – wider/narrower</p> <p>Height encourage them to use more specific mathematical vocabulary in relation to:</p> <p>height – taller/shorter.</p> <p>Number blocks episode 4</p> <ul style="list-style-type: none">- counting to 4- finding 4 objects- representing 4 on a 5 frame- squares and rectangles, 4 sided shapes including in the environment. <p>Number blocks episode 5</p> <ul style="list-style-type: none">- counting to 5- finding 5 objects- representing 5 on a 5 frame- Pentagons, 5-sided shape including in the environment.- 5 actions .e.g., 5 hops, 5 jumps, 5 claps.	<p>Composition of 5 (3 is a part of me, 2 is a part of me and the whole of me is 5; 4 is a part of me, 1 is a part of me and the whole of me is 5)</p> <p>5 being the fifth number, its position on a number line, ordinal numbers</p> <p>Numicon 5</p> <p>Dice 5</p> <p>Subitising 5</p> <p>The numeral and formation of 5</p> <p>Number 5 in the environment</p> <p>Representing 5 using marks, pictures, and finger</p> <p>1 more than and 1 less than. children continue to count, subitise and compare as they explore one more and one less.</p> <p>2D shapes primary focus in relation shapes should be on the properties of shapes.</p> <p>children talk about day and night and order key events in their daily routines, such as waking up, coming to school, dinner and bedtime.</p> <p>Sequencing first, next, then and possibly last.</p>	<p>Measuring time – children explore measuring time.</p> <p>Provide opportunities to explore capacity with different materials such as water, sand, rice and loose parts. Initially children should be exposed to the comparison of full, half full. empty using the same container.</p> <p>Positional language – children need opportunities to be exposed to and use the direction:</p> <p>Position - ‘in’ ‘on’ ‘under’</p> <p>Direction – ‘in front of’ ‘behind’ ‘on top of’</p> <p>Recap on numbers 1 to 5. representing numbers and matching numeral to quantity.</p> <p>Subitising number 1 to 5 recap</p> <p>Number blocks episode 6</p> <ul style="list-style-type: none">- counting to 6- finding 6 objects- representing 1 on a 6 frame- a hexagon – 6 sides shape- 6 actions- what is 6 made of? <p>Assessment</p>



NURSERY MEDIUM TERM PLAN 23-24

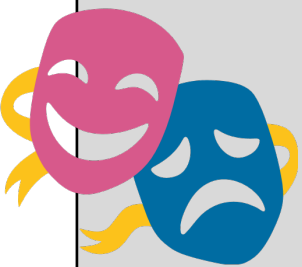
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE?	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE?
<div>UNDERSTANDING THE WORLD RE / FESTIVALS</div> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	<ul style="list-style-type: none">Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.Introduce children to different occupations and how they use transport to help them in their jobs.Can children talk about their homes and what there is to do near their homes?Look out for children drawing/painting or constructing their homes.Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.	<ul style="list-style-type: none">Talk about Christmas- Do they know how their family celebrates.Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.Share different cultures versions of famous fairy tales.To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.	<ul style="list-style-type: none">Children know what service to approach in an emergency and how to approach them.Children are introduced to significant historical figures – Who is Martin Luther King?Children understand and are aware of people in the United Kingdom and different countries- Burns night- what is it and who celebrates its?Jobs in our local community – local heroes and how people in the local area can help us – Role play of these jobs – Little city.Chinese New year. Children know some similarities and differences between religious communities in this country and beyond.	<ul style="list-style-type: none">Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?Children understand and are aware of people in the United Kingdom and different countries-St David’s Day – Who celebrates it?St Patrick’s Day – Who celebrates it?Children know some similarities and differences between people in the local community, life beyond this country and around the world – International Women’s Day.Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us	<ul style="list-style-type: none">Can children differentiate between land and water.Take children to places of worship and places of local importance to the community.Listening to stories and placing events in chronological order.What can we do here to take care of animals in the jungle?Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.Nocturnal Animals Making sense of different environments and habitatsUse images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they seeListen to children describing and commenting on things they have seen whilst outside, including plants and animals.After close observation, draw pictures of the natural world, including animals and plants	<ul style="list-style-type: none">Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.Can children make comments on the weather, culture, clothing, housing.Change in living things – Changes in the leaves, weather, seasons,Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.Building a ‘Bug Hotel’Draw children’s attention to the immediate environment..Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.Look for children incorporating their understanding of the seasons and weather in their play.
	<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <p>Religion: Christianity</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religion-Hinduism, Christianity.</p>	<p>Theme: Easter</p> <p>Key Question: What is Easter?</p> <p>Religion- Christianity</p>	<p>Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism.</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism.</p>



NURSERY MEDIUM TERM PLAN 23-24









	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT MAKES US DIFFERENT?	HOW DOES THE WORLD CELEBRATE?	DO ALL HEROES WEAR CAPES?	DO ALL HEROES WEAR CAPES?	WHERE DO ANIMALS LIVE?	WHERE DO ANIMALS LIVE?
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Diva lamps and lanterns</p> <p>Christmas cards</p> <p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Design a stable for reindeers to live in.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Acting out stories and using role play and imagination. Provide a wide range of props for play which encourage imagination</p> <p>Junk modelling emergency service vehicles.</p> <p>Class collage of a community scene using a range of materials and manipulation techniques.</p> <p>Role play discussions, presentations and performances.</p> <p>Chinese lantern making.</p>	<p>Make different textures; make patterns using different colours-owl babies use different materials to make an owl baby.</p> <p>Mother's Day card making – paintings of important women in your life.</p> <p>Easter bonnet making.</p> <p>Make shamrocks using different materials.</p> <p>Design and make maps. Design and make objects to take on an adventure thinking about their purpose.</p> <p>Igloo making with different materials</p>	<p>Designing homes for hibernating animals.</p> <p>Create and model clay to create a sculpture of a penguin.</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g., animal prints.</p> <p>Animal observational drawing</p> <p>Create and perform a dance to jazz music.</p> <p>Use different materials to create paintings – ice painting.</p> <p>Design postcards.</p>	<p>Create a piece of artwork using different textures/materials found outdoors.</p> <p>Paint using different materials.</p> <p>Father's Day card making.</p> <p>Use a variety of resources and materials to create your own musical instrument.</p> <p>To explore food and make chocolate lollipops.</p> <p>Salt dough shark teeth.</p> <p>Build a bug hotel.</p> <p>To participate in an end of year assembly – moving to music and singing</p>



NURSERY LONG TERM PLAN 23-24

NURSERY END OF YEAR EXPECTATIONS - HOLISTIC / BEST FIT JUDGEMENT!



COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</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> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</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>Understand the five key concepts about print:</p> <ul style="list-style-type: none">- print has meaning- print can have different purposes- we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none">- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name. Write some letters accurately.</p>	<p>Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</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 what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family’s history</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p>Explore colour and colour-mixing</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>