**Nursery Autumn 1 Medium Term Planning Topic: Stories and Rhymes!**

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| **Theme** | Home VisitsSample Day 10th Sept | Starting School | **STORIES AND RHYMES**  | Black History Month |  | *Introducing Autumn – Seasonal change* |  |
| **Special events** |  | New children joining the Nursery | New children joining the Nursery | Visit from Mother and baby |  |  |  |
| **Key text** |  | *Silly School**You Can Come to School too, Blue Kangaroo**Llama Llama Misses Mama**Songs and Nursery Rhymes(song bag)* | **Goldilocks and the Three Bears***Splat the Cat**I am Absolutely Too Small for School**Topsy and Tim go to School* | *So Much by Trish Cooke**(Full, Full. Full of Love – Trish Cooke)**Song Bag – Nursery Rhymes/finger Rhymes/songs* | *Brown Bear, Brown Bear* | *We’re Going on a Bear Hunt* | *We’re Going On A Bear Hunt* *We’re Going on a Lion Hunt**The Bear in the Cave* |
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| **PSED****Transition into school**Introduction to the Golden RulesIntroduction to school environment and routines |  | Welcome to schoolSay goodbye to our grown- ups with support and encouragementCircle Time:Name games*I know I belong to my Nursery.*Song: Hello x… (name song). | Goldilocks story | Where is Teddy Hiding gameSong to learn visual timetable and what each picture represents‘This is the way we…’ | Establishing our daily routines & the Golden RulesShow chn pictures of different activities you can do at Nursery.What do you like to do best?Name round ‘Ahmad, Ahmad, **who** do you see? I see (show photo cards) child chooses one.Swap places – compare bear game.Song – ‘If you’re happy and you know it’.Learn fruit salad game using differently coloured compare bearsCircle Time:*I know what to do in my classroom* | Establishing our daily routines & the Golden RulesCircle Time:*I like the ways we are all different.**How do you think the bear is feeling?* | Establishing our daily routines & the Golden Rules*Add names to the sunshine and explain golden rules system*Circle Time:*I can tell you something special about me* |
| **C&L****Phonics:** Phase 1, Aspect 1: Environmental Sounds**Listening:**Recognises and responds to familiar sounds.**Understanding:**Know familiar objects by name and can identify from a group.Understands simple sentences.**Speaking:**Uses different types of everyday words – vocabulary development.Use simple sentences.Use gesture alongside talk to communicate. |  | Introduce key skills for listening during circle time using visuals:Eyes to seeEars to hearMouth to speakHead to thinkHands in lapPuppet to supportLearning eachothers’ names**Listening and Attention:** We listen to others and follow simple instructions.**Understanding:** We understand simple sentences and instructions.**Speaking**: We use different types of everyday words.We use simple sentences to communicate.We use gesture alongside talk to communicate.Language assessments – long observations of children at play | Begin Speaking Assessments using Goldilocks story to retellC&L – begin ELKLAN BLANK ass of understanding, sequencing skills**Listening and Attention:** We listen to others and follow simple instructions.**Understanding:** We understand simple sentences and instructions.**Speaking**: We use join discussions using simple sentences, words or gestures to respond. | Self-RegistrationELKLAN levelled questions about the key textListen to the story of So Much usingstory props of the characters on a magnetic board to support.Guess who is at the door. **Speaking:** Encourage the children to share their experiences of family parties. Do they like being hugged, kissed, squeezed by relatives? Talk about surprises. Have they ever had a surprise? Do children like or dislike them?Surprise visit from Mother and baby | Listen to and recall the story of Brown Bear using props to support. Use the repetitive language of the text to join and answer, speaking in full sentences.I see a \_\_\_\_\_ looking at me.Hand out small pictures of the different animals – children to compare their animal pic with the friend next to them and tell them what they have. Call out different animals ‘I see a blue horse’ children with blue horses stand up etc | Using a story map to record and sequence the narrative and use to retell the story relying on repetitive language. | Retell the story using story language and shared story map.Role on the wall – use descriptive language to describe the bear both physically and personally. Focus on vocabulary development.**PD/C&L** - AL – in hall use PE equipment to set up ‘bear hunt’ circuit – under, over and through equipmentRevisit yesterday’s role on the wall . Describe the bear emphasising full sentences.Introduce **Quick Quality Question Mark** in relation to the bear. |
| **PD** |  | **Moving and Handling:****Gross Motor**We run safely on whole foot.We climb confidently on equipment.We can kick a large ball.We can turn the pages in a bookWe show control in hold and using simple one-handed equipment such as jugs, hammers & mark making tools.**Health & Self-Care:** We feed ourselves competently with a spoon.We drink without spilling.We communicate our need to use the toilet clearly.We help with clothing – hats, zips and buttons | Baseline Scissor skills/pencil grip assessments | Cutting assessment – using scissors | Cutting assessment – using scissors |  | **PD/C&L** - AL – in hall use PE equipment to set up ‘bear hunt’ circuit – under, over and through equipment |
| **Literacy****Reading:**Knows favourite stories, songs, poems or rhyme.Repeats words or phrases from familiar stories.**Writing:**Makes a variety of marks including squiggles, lines and shapes with different media.Distinguishes between their marks. |  | **Reading:**We are interested in books and select books to take home for a shared story**Writing:**We make a variety of marks, squiggles, lines and shapes with different media.Introduction to the graphics area in the classroom. Play and exploration with a variety of paper and mark making tools.  | **Reading:**We are interested in books and select books to take home for a shared story**Writing:**We make a variety of marks, squiggles, lines and shapes with different media.Introduction to the graphics area in the classroom. Play and exploration with a variety of paper and mark making tools | **Reading:**We have favourite songs, stories, poems and rhymes and can talk about them.**Writing:**Drawing and name writing samples - independentWe distinguish between different marks we make.Show the children a photograph of Trish Cooke – she is the **author** of ‘So Much’. She wrote this book about her son Kieron when he was baby and she loved him so much  | **Reading:**We have favourite songs, stories, poems and rhymes and can talk about them.**Writing:**Drawing and name writing samples - independentWe distinguish between different marks we make.Rhythm and Rhyme – joining in with Brown BearBrown Bear, Brown Bear - draw attention to the *front cover,* *title,* *words, page* and *back cover*Read book – makaton signs to supportPause to allow chn to complete the rhyme‘Brown Bear, Brown Bear \_\_\_’‘I see a green frog\_\_\_\_\_\_\_\_’Show laminate props as they are mentioned and encourage a full sentence talking with the cuddly bear - ‘I see a \_\_\_\_\_\_looking at me’What else might Brown Bear see..?  Model thinking up own ideas e.g. I see a pink pig, or a green mouse… looking at me..Teacher to scribe children’s ideas on the board. Introduce the idea of our own version of the book which children can contribute to  | **Reading:**We listen to and join in stories and rhymesWe show interest in illustrations and print in books**Writing:**Write a thought cloud for the bear.What might he be thinking?We distinguish between different marks we make.*How do you think the bear is feeling?*draw a story map on A2 paper. Children to help to predict what will come next. Draw read dots to prompt use of ‘then’ to link story ideasLeave story map up so children can access and use 3D props in tuff spot to support retelling the storyAct as a scribe and record what children say on each part of the model.  | **Reading:**We join in repeated refrains and anticipate key phrases in rhymes and storiesWe enjoy rhyming and rhythmic activities**Writing:**In pairs or individually draw or mark about your favourite part of the story. Use to create a whole class story map to aid with retelling.Role on the wall.How can we describe the bear? Features on the outside feelings on the inside.Invitations to the Teddy Bears’ Picnic |
| **Mathematics****Number:**Counting to 6 and then 10 in sequence and by rote.Can sort, organise and categorise objects**Space & Shape:**Comparing objects by size, categorising into ‘big’ and ‘small’.Anticipates time-based events eg home time, lunch time. |  | Introduction to the Maths area in our classroom.Learning how to use the Maths resources and provision appropriately. Visual timetable to develop understanding of the structure of the day | Introduction to the Maths area in our classroom.Learning how to use the Maths resources and provision appropriately. | Counting the people in our family and from the text *So Much.*Additional text*: In My Famiy.* | Counting and sorting a variety of resources.Use vocabulary to explain and describe choices made when categorising objects | Bear sort! Collection of teddies of all different shapes, sizes and materials. Sort them and provide explanations. Counting opportunities.Ten in the bed.Collect 10 bears and a bed. Sing the Ten in a Bed song. Ask a child to display the remaining number of bears each time on the number fan to help chn understand how to use this resource (need more of these fans)Place resources on maths display area for children to use. | Counting bears – use the counting bear resource to sort, order and copy and create patterns. |
| **UW People and Communities** |  | * Who is in your Nursery? – getting to know adults and children
* Name games
* Who is in your family? Who is special to you?
* Trish Cooke – author form the Caribbean
* Celebrations - birthdays
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| **UW The World** |  | * Finding your way around the Nursery
* Visual Timetable of the day
* Signs of Autumn
* We’re Going on a Bear Hunt – features of the environment – grass, river, mud, forest, snowstorm**,** cave, seaside
* Our school – bear hunt around the playground – positional language
* Small world provision
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| **Understanding the world****People & Communities:**Talks about own immediate family and relations.In play, imitates and talks about actions and events from own cultural background. **The World:**Engages in imaginative small world play with models. |  | **Name games – who are the other children in your Nursery? Who are the adults?**Introduction to the small world play in our classroom.Learning how to use and share the imaginative play resources and provision appropriately. | **Family of Bears in Goldilocks – Who is in your family?****Use story to begin to support baselining of children’s UW –****Mealtimes****Story setting****Small world props and additions in role play area to talk about rooms in homes, mealtimes ..** | **Photos of children with names on wedge board for children to become familiar with their friends at nursery.****Who do you know?****Developing a sense of place - identifying different areas of the Nursery** **– what is this area called – what can we do there?****Where is Teddy hiding game ?****People & Communities:** Black History Month – sharing stories – *So Much*Globe – find the Caribbean and Africa on the globe. Whose family comes from these places?This family love the baby so much and they love each other. Our families are very important to us and it is lovely to come together to celebrate important eventsEncourage the children to share their experiences of family parties. Do they like being hugged, kissed, squeezed by relatives? Talk about surprises. Have they ever had a surprise? Do children like or dislike them?Surprise visit from Mother and babyCan you remember why everyone came to the house?Talk about birthdays. Do you know how old you are? Show children the list of birthdays. Celebrate all the Sept birthdays.Show the children a photograph of Trish Cooke – she is the **author** of ‘So Much’. She wrote this book about her son Kieron when he was baby and she loved him so much just like your family love you. Begin to show pictures of families sent in by the parents for our display. Ask willing volunteers to explain who is in their family. Count the family members together.Sensitively point out the different make ups of families. Trish Cooke has written other books e.g ‘**Full, Full,Full of Love’** Show children You Tube story retell by Suzy B – beautifully told with her caribbean accent. Point out that when families come from different places they may sound different or speak in another language (If any chn are confident see if they can say hello in their home language). | Autumnal Display – conkers, leaves, books, Autumnal vegetables, magnifying glasses for play and exploration. | Outdoor play – acting out a bear hunt with different areas in the playground reflecting the environments in the story for sensory engagement. grass, river, mud, forest, snowstorm**,** cave, seaside,Boot tray with leaves, conkers and magnifying glassesAutumn books/woodland animals | Outdoor play – acting out a bear hunt with different areas in the playground reflecting the environments in the story for sensory engagement. Bear collectionTeddy Bear’s Picnic. Take the bears for a walk around the school playgrounds to find our big nursery bear. |
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| **Expressive arts & design**Joins in singing favourite and familiar songs.Experiments with a variety of media, colours and marks. Uses a range of construction materials.Joins in make-believe play by pretending. |  |  Using song bag Revise known nursery rhymes/action rhymes from last week and introduce new songs. | AL – begin self portrait sample – extend to encourage chn to add in other members of their family. Can chn write their name?Assess nature of marks made, pencil grips, comments made to talk about their pictures as S&L. Assorted paper and mark making tools*.* Goldilocks song |   | Making signs for our display areas with the children.Continue exploration of equipment and resources including printing and leaf rubbing. | Using media and materials to paint/collage different textures inspired by the story *Bear Hunt.*Read *We’re Going on A Bear Hunt*. Thinking about the sounds. used. Use instruments, resources and voices to make appropriate sound effects.Baseline use of palette paints | Singing – songs about bears:Teddy bear teddy bear, Teddy Bear’s picnic |