









Heymann Primary and Nursery School. Medium Term Planning. Autumn 1

Enquiry question	What is special about our nursery and us?					
Misconceptions	Adults in the setting are not called 'lady' 'teacher' Distinguishing between girls and boys (e.g. not all boys have short hair/wear blue etc)					
Future Learning	Finding out about family jobs and jobs in the community Comparing our nursery environments to others (e.g. farm/seaside) Observing seasonal and weather changes					
Vocabulary	General: area names, friends names, teacher names, share, tidy Maths: notice, match, colour names, same, different, pattern Literacy/Phonics- listen, look					
Book spine books	Each Peach Pear Plum, Where's Spot, The Rainbow fish, Pete and Polo go to nursery, Brown bear, brown bear, what do you see?, Funnybones, Pants, Guess how much I love you					
Week & Themes	Settling days from 1.9.21 6.9.21 Week 1- Welcome 'We wave to say hello' 	13.9.21 Week 2- All About Me 'Heads, shoulders, knees and toes' 	20.9.21 Week 3- My Family 'Daddy Finger' 	27.9.21 Week 4 – Our Nursery 'Wind the bobbin up' 	4.10.21 Week 5- We're all friends in Nursery Simple Songs YouTube- 'The more we get together' 	11.10.21 Week 6- celebrate achievements/colour 'I can sing a rainbow' 
Literacy 1. Comprehension 2. Word reading 3. Writing	Joining in with some actions and words in songs	'This is me' drawing (grip)	Colours I know Drawing lines Signing makaton colours	Matching colours Choosing to look at books	I can talk about the marks I make (introduce artist of the day)	(revisit) Colours I know

Books/Songs that enhance week objectives	Goat goes to playgroup Harry and the Dinosaurs go to school Toilet Time I need a wee I don't want to wash my hands achoo = sneeze	All about me (large book) Funnybones 'I've got a body' ('Hokey Cokey')	Monsters love colours Wow said the owl The family book I can sing a rainbow (Mr Tumble)	Sort it Out! – Barbara Mariconda We are all different Simon sock My Mum and Dad make me laugh	Toy Story- 'you've got a friend in me' 'Row row row your boat' The Worry Monster Elmer '	Incredible You Rainbow book in the cupboard Colour me happy I like me '1,2,3 it's good to be me' 'Twinkle Twinkle little Star' 'If you're happy and you know it'
Phonics	What does quiet sound like? Tuning in our ears	Body percussion	Body percussion	Playing egg shakers in different ways	Playing wooden claves in different ways	Exploring the different sounds instruments can make (loud/quiet/stop/play)
Communication and Language 1. Listening, attention, understanding 2. Speaking	Concentrating for short bursts on the purple floor (singing/listening to simple stories)	Familiarise children with simple instructions/routines (get your coat on/wash your hands)	Respond to simple questions when talking about family photographs	Talking about the toys/areas in nursery	Name the friends we have made	Talk about the things we have enjoyed in Nursery (using photographs as an aid) Name my favourite toy
Maths- 1. Number 2. Numerical Patterns	Introduce maths routines -Days of the week song (-10 frame registration) -Saying number names in order of how many children	Exploring and naming colours Just like me (White Rose) Giving 1	Colour hunt-matching colours to objects Just like me (White Rose)-matching	Sorting by various attributes (e.g. colour/size/length Understanding more shape etc) Collections of objects and letting	Exploring/continuing AB patterns https://nrich.maths.org/13250 https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns -Building towers -Compare bears Language 'I wonder which one goes next?'	Number songs and rhymes (1-5) ascending and descending Introduce simple subitising 'what can you see?'

	present Getting to know you (White Rose)	Reciting number names (upto 5) songs etc		children sort by own criteria Simple inset board jig-saws Using positional language 'in/on/under'		
Understanding the World 1. Past and Present 2. People, Culture and Communities 3. Natural World	Finding my peg/bag/coat/where my water bottle lives (photos of the children to be displayed)	Talking about the weather- what do we notice outside?	Talking about who is in our family and what we like to do (family photo- all about me books)	Noticing similarities and differences with our friends in nursery (play 'stand up if you...') Looking at colours in rainbow- what do you notice?	Small world play (exploring)	I can explore natural materials and make comments about their differences
Expressive Art and Design 1. Creating with Materials 2. Being Imaginative and Expressive	Mark making with fingers in media	Mark making with paintbrushes in media/with water outside	Using paintbrush with support (pre-mixed paint) Selecting colours for a purpose (eye colour/hair colour)	Using paintbrush with support to add facial features (eye colour etc)	Using PVA glue and spatula with different media (tissue paper) Building towers by stacking objects	Using large chalks outside Building simple enclosures
Physical Development 1. Gross motor 2. Fine Motor	Dough disco- simple dough disco moves	Up and down movements - 'hot air balloon' yoga Jumping (bending knees) Mark making a picture of themselves	Kicking ball into large goal area Using pencil crayons to colour large shapes	Balancing along plank flat on the ground Winding physical bobbin up	Climbing on equipment (slide) Catching large ball	Dough disco- simple moves

Personal, Social and Emotional 1. Self-regulation 2. Managing Self 3. Building Relationships	Transitioning from home to school with support/comfort Toileting and level of support needed Jigsaw: Who...Me?	Joining in with songs and games Stopping when the chime sounds Jigsaw: How am I feeling today?	Beginning to share/wait my turn- model using sand timers Modelling how to role play in the home corner (strip back- food only) Jigsaw: Being at school	Knowing some nursery rules and routines (referring to pictures/display) Jigsaw: Gentle hands	Jigsaw: Our rights 	Being able to re-call most Nursery rules Jigsaw: Our responsibilities
Talk Task theme		Teacher names	How to put on outdoor clothes	Nursery Rhymes	Colours	Rainbow song

Curriculum Drivers Diversity Our curriculum reflects the diversity of our city community We challenge stereotypes and are committed to promoting equal opportunities. We want our children to value democracy and individual liberty. They learn to show mutual respect and understanding of each other's differences.	Emotional intelligence We aim to nurture confident, independent children who can make responsible choices. Our curriculum helps develop good communicators who are in touch with their own emotions and those of others and have good interpersonal skills. Our children will use their emotions to manage their thinking and learning and react appropriately in different environments showing self-regulation.
Creative thinking Our curriculum develops our children's ability to solve problems in their own way by applying their knowledge to new situations. We teach them to find alternative ways to an answer, to think outside the box and have their own ideas listened to. We encourage them to see things from different points of view, to discover the possibilities available to them and reflect on how they may achieve these.	Community Our curriculum uses our local community as a learning resource to help children to develop their sense of belonging and understanding of their place in the community and the world. We help them to develop a sense of responsibility for their own local environment, understanding how they can support, influence and change it and how their actions can contribute to global change.

