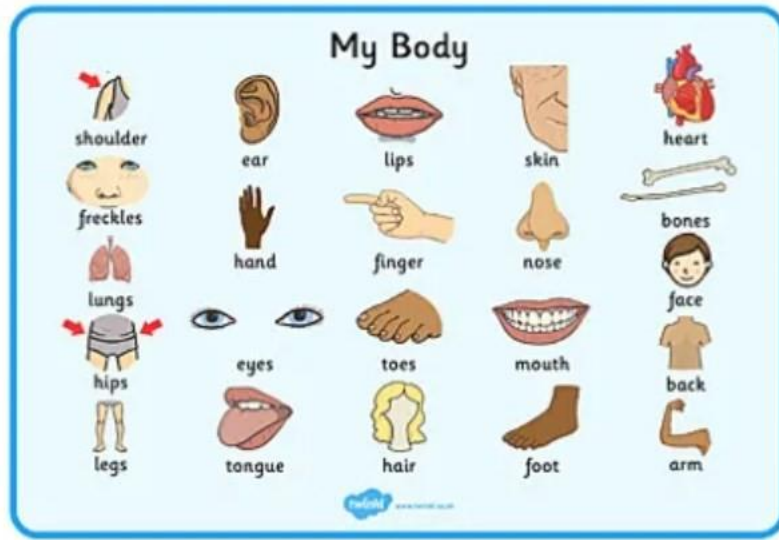


KEY VOCABULARY

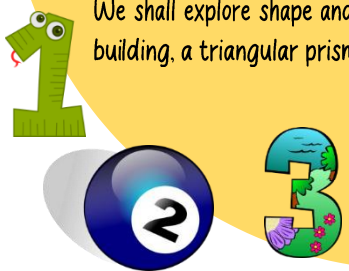


MATHS

We will sing number rhymes using props and begin to show 'finger numbers' up to 5.

We will talk about and identify patterns around us. For example: stripes on clothes, designs on rugs and make some of our own simple patterns. We will explore position using words— for example, "The bag is under the table." — with no pointing.

We shall explore shape and select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.



HOW TO HELP AT HOME?

- Count the steps on stairs as you walk up and down
- Search for patterns in the environment
- Sing number rhymes together and have a go at representing up to 5 on your fingers

UNDERSTANDING OF THE WORLD

- We will explore our local area of Biddulph and places special to our community
- We will talk about how we have grown and changed from being a baby
- We will explore natural materials and create art work and patterns
- We shall explore families and how they are the same and different



LITERACY

- We will begin to show preference for a dominant hand
- We will handle books with care and begin to name the different parts of a book
- We will make marks and begin to talk about our marks—understanding that print has meaning
- We will listen to stories and begin to understand that print has meaning



RHYMES AND SONGS

1 2 3 4 5 Once I caught a fish alive
5 cheeky monkeys
Heads, shoulders knees and toes
The skeleton dance

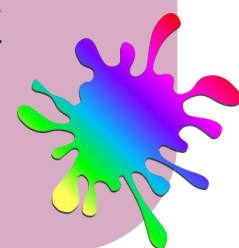
HOW TO HELP AT HOME?



- Encourage your child to put on their own coat independently
- Encourage the being independent going to the toilet
- Help your child to use a knife and fork at meal time
- Talk about their family and who is in it

EXPRESSIVE ARTS AND DESIGN

- We will use the small world resources and role play home corner to retell stories and take part in simple play
- We will learn some rhymes and action songs
- We will explore mixing colours.
- We will play instruments to make loud and quiet sounds copying sounds after listening carefully

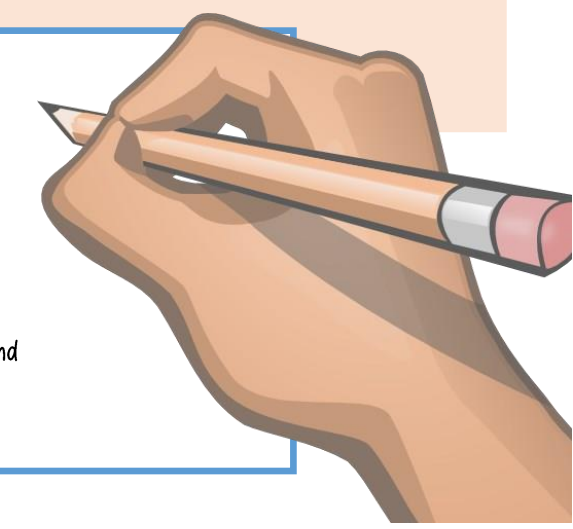


HOW TO HELP AT HOME?

- Go on a listening walk and talk about the sounds that you can hear
- Make some instruments to copy loud and quiet sounds

PENCIL CONTROL

- We will develop our fine motor skills through a range of activities using our fingers and thumbs to begin to grip mark making tools comfortably
- We will enjoy making large scale marks using scarves and shakers to develop our gross motor and whole body control



NURSERY AUTUMN I

Medium Term Plan – Topic – myself and my home

CFLP Autumn Progression Taken from Development Matters

Communication & Language	Personal, social & emotional	Physical development	Literacy	Maths	Understanding of the World	Exploring Media and Materials
<p>-Can find it difficult to pay attention to more than one thing at a time.</p> <p>-Sing a large repertoire of songs.</p> <p>-Can start a conversation with an adult or a friend and continue it for many turns.</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>-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>-Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>-Show more confidence in new social situations.</p>	<p>-Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>-Use large-muscle movements to wave flags and streamers, paint and make marks.</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>-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</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>-Understand the five key concepts about print: -</p> <ul style="list-style-type: none"> • print has meaning • the names of the different parts of a book • print can have different purposes page sequencing • we read English text from left to right and from top to bottom <p>-Show a preference for a dominant hand.</p>	<p>-Show 'finger numbers' up to 5.</p> <p>-Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>-Use informal language like 'pointy', 'spotty', 'blobs' etc</p> <p>-Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>-Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>-Explore how things work.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>-Understand that some places are special to members of their community.</p>	<p>-Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>-Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>-Listen with increased attention to sounds.</p> <p>-Remember and sing entire songs.</p>



- ◇ Baseline assessment
- ◇ Learning and joining in with action songs and finger rhymes.
- ◇ Share stories with new friends
- ◇ Take part in turn taking games
- ◇ Take part in number songs and rhymes
- ◇ Building house for Spot and Maisie
- ◇ Explore photographs of our families and begin to talk about our families



- ◇ Explore families through stories, photographs and home corner role-play
- ◇ Explore and create simple patterns
- ◇ Create shape houses using 2D and 3D shapes
- ◇ Self portraits
- ◇ Circle time games
- ◇ Home corner role-play families
- ◇ Learning new family vocabulary
- ◇ Exploring homes and houses special to us



- ◇ Exploring colour and colour mixing
- ◇ Mark making and collaging flowers
- ◇ Exploring non fiction texts on our bodies
- ◇ Circle time-I am special
- ◇ Learning new vocabulary related to our bodies
- ◇ Rhythm time-sing and dance to familiar rhymes
- ◇ Squiggle and dough disco sessions



- ◇ Exploring baby photographs and how we have grown.
- ◇ Exploring families and people who are special to us
- ◇ Exploring natural materials and creating our own artwork
- ◇ Rhythm time-sing and dance to familiar rhymes
- ◇ Squiggle and dough disco sessions



- ◇ Planning and attending a Tiger Tea party
- ◇ Exploring materials to create a tiger
- ◇ Exploring families and routines
- ◇ Baking cupcakes
- ◇ Exploring and creating patterns
- ◇ Finger rhymes and counting behaviours
- ◇ Exploring our local area special to our community



- ◇ Exploring the seasonal changes of autumn
- ◇ Exploring natural autumnal objects to make pictures and patterns
- ◇ Exploring colour to create autumn pictures
- ◇ Learning new Halloween themed songs and rhymes
- ◇ Finger rhymes and counting behaviours-five little pumpkins
- ◇ Skeleton dancing

