

*Foundation Stage Medium Term Planning*

# Nursery Autumn 1

*All About Me*

*The Senses*

*People who help Us*

*Autumn*

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Making Relationships</b></p> <ol style="list-style-type: none"> <li>Can play in a group</li> <li>Initiate play, offering cues to peers to join them</li> <li>Keep play going by responding to what others are saying or doing</li> <li>Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li> </ol> <p><b>Self- confidence and self- awareness</b></p> <ol style="list-style-type: none"> <li>Can select and use activities and resources with help</li> <li>Welcome and value praise for what they have done</li> <li>Enjoy responsibility of carrying out small tasks</li> <li>Is more outgoing towards unfamiliar people and more confident in new social situations</li> <li>Confident to talk to other children when playing and will communicate freely about own home and community</li> <li>Show confidence in asking adults for help</li> </ol> <p><b>Managing Feelings and Behaviour</b></p> <ol style="list-style-type: none"> <li>Aware of own feelings and knows that some actions and words can hurt other's feelings</li> <li>Begin to accept the needs of others and can take turns and share resources, sometimes with support from others</li> <li>Can usually tolerate delays when needs are not immediately met</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine</li> </ol>	<ul style="list-style-type: none"> <li>Circle time - talk, listen, ask questions, contribute own feelings and ideas</li> <li>Show work to class</li> <li>Develop beginning and end of day routines</li> <li>Establish simple routines of the day</li> <li>Establish routine for visiting the toilet- flush, wash hands</li> <li>Establish routine for snack time- wash hands to get rid of germs first</li> <li>Develop tidy up time routines</li> <li>Take turns to use limited equipment e.g. bikes, computer etc.</li> <li>Work in pairs and small groups at classroom activities</li> <li>Make presents and cards for people on their birthdays</li> <li>Talk to adults and peers in pairs and small groups</li> <li>Put on coats, shoes, aprons, dressing up clothes,</li> <li>Communicate needs</li> <li>Join in discussions about stories and books that emphasise moral issues</li> <li>Introduce different customs through stories and books etc.</li> </ul>	<ul style="list-style-type: none"> <li>Formulate positive class rules together</li> <li>Discuss consequences of breaking rules</li> <li>Circle time -contribute to discussion about looking after yourself</li> <li>Set up personal hygiene rules</li> <li>Look at photographs of children when they were babies - empathise with babies needs</li> <li>Wash, dress and undress baby dolls in role play and water tray.</li> <li>Play name games to familiarise each other with new class members</li> <li>Play game "hide and seek" with classroom objects to familiarise themselves with the classroom areas</li> <li>Role play rules and manners to establish class protocols</li> <li>Empathise with "Titch" when reading the story - relate to own family experiences</li> <li>Explore stories about caring for each other through role-play, small world and puppetry.</li> <li>Play circle games and matching games to emphasise turn-taking.</li> </ul>	<p><b>Settling in</b></p> <p><b>Baseline</b></p> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>nurse</li> <li>Visually impaired person</li> </ul>

# Foundation Stage Medium Term Planning - Communication and Language

Term **Autumn** 1 (All about me)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Listening and Attention</p> <ol style="list-style-type: none"> <li>1. Listen to others, one to one or in small groups, when conversation interests them</li> <li>2. Listen to stories with increasing attention and recall</li> <li>3. Join in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>4. Focus attention</li> <li>5. Is able to follow directions</li> </ol> <p>Understanding</p> <ol style="list-style-type: none"> <li>6. Understand use of objects</li> <li>7. Show understanding of prepositions, such as 'under,' 'on top' 'behind' by carrying out an action or selecting correct picture</li> <li>8. Respond to simple instructions</li> <li>9. Begin to understand 'why' and 'how' questions</li> </ol> <p>Speaking</p> <ol style="list-style-type: none"> <li>10. Beginning to use more complex sentences to link thoughts</li> <li>11. Can retell a simple past event in correct order</li> <li>12. Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li> <li>13. Question why things happen and give explanations</li> <li>14. Use a range of tenses</li> <li>15. Use intonation, rhythm and phrasing to make the meaning clear to others</li> <li>16. Use vocabulary that reflects the breadth of their experiences</li> <li>17. Build up vocabulary that reflects the breadth of their experiences</li> <li>18. Use talk in pretending that objects stand for something else in play</li> </ol>	<ul style="list-style-type: none"> <li>◆ Talk about personal experiences in class and group circle times, review times, class discussions</li> <li>◆ Use imaginative talk in role play, small world play, puppet play,</li> <li>◆ Listen attentively in group times, play and to audio tapes</li> <li>◆ Converse with others in all classroom areas</li> <li>◆ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>◆ Choose to look at books alone and with others</li> <li>◆ Bring books and take books home</li> <li>◆ Talk about pictures in books</li> <li>◆ Retell familiar stories in role play and small world etc.</li> <li>◆ Join in stories, rhymes and songs</li> <li>◆ Talk about own experiences related to content of book</li> <li>◆ Make up own stories inspired by books, poems, pictures, music etc</li> </ul>	<p>Texts':</p> <p>Titch'</p> <p>'Each, Peach , Pear , Plum'</p> <p>'My Mum',' My Dad' by Anthony Browne</p> <p>Peace at Last</p> <p>Confidently sing songs about body parts</p> <ul style="list-style-type: none"> <li>◆ Develop role play area into hospital/clinic</li> <li>◆ Talk about a personal visit to the hospital</li> <li>◆ Listen to above texts on the tape-recorder</li> <li>◆ Retell above texts with story props/small world toys/ puppets</li> <li>◆ Contribute to class discussions about senses</li> <li>◆ Contribute to class game ' Knock, knock, who's there, someone beginning with? Focus on names</li> <li>◆ Show and Tell</li> </ul>	<p>Settling in</p> <p>Baseline</p> <p><u>Visitors</u></p> <ul style="list-style-type: none"> <li>• nurse</li> <li>• Visually impaired person</li> </ul>

# Foundation Stage Medium Term Planning - Literacy

Term **Autumn 1** (All about me)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Reading</p> <ol style="list-style-type: none"> <li>1. Enjoy rhyming and rhythmic activities</li> <li>2. Show awareness of rhyme and alliteration</li> <li>3. Recognise rhythm in spoken words</li> <li>4. Listen to and join in with stories and poems, one to one and also in small groups</li> <li>5. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> <li>6. Beginning to be aware of the way stories are structured</li> <li>7. Suggest how the story might end</li> <li>8. Listen to stories with increasing attention and recall</li> <li>9. Describe main story, events and principal characters</li> <li>10. Show interest in illustrations and print in books and print in the environment</li> <li>11. Recognise familiar words and signs such as own name and advertising logos</li> <li>12. Look at books independently</li> <li>13. Handle books carefully</li> <li>14. Know information can be relayed in the form of print</li> <li>15. Hold books the correct way up and turn pages</li> <li>16. Know that print carries meaning and ,in English, is read from left to right and top to bottom</li> </ol> <p>Writing</p> <ol style="list-style-type: none"> <li>17. Sometimes give meaning to marks as they draw and paint</li> <li>18. Ascribe meaning to marks that they see in different places</li> </ol>	<ul style="list-style-type: none"> <li>♦ Talk about personal experiences in class and group circle times, review times, class discussions</li> <li>♦ Use imaginative talk in role play, small world play, puppet play,</li> <li>♦ Listen attentively in group times, play and to audio tapes</li> <li>♦ Converse with others in all classroom areas</li> <li>♦ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>♦ Choose to look at books alone and with others</li> <li>♦ Bring books and take books home</li> <li>♦ Talk about pictures in books</li> <li>♦ Retell familiar stories in role play and small world etc.</li> <li>♦ Join in stories, rhymes and songs</li> <li>♦ Talk about own experiences related to content of book</li> <li>♦ Make up own stories inspired by books, poems, pictures, music etc</li> <li>♦ Make marks to signify writing</li> <li>♦ Write cards, invitations, lists, books, labels, signs, massages, instructions, letters, guessing cards, zig-zag books, flap books</li> <li>♦ Write name at every opportunity - on any work on paper</li> <li>♦ Practice forming letters using pens, pencils, crayons, chalks, paints, sand, tea leaves, shaving foam</li> </ul>	<p>Texts':</p> <p>Titch'</p> <p>' Each, Peach , Pear , Plum'</p> <p>'My Mum',' My Dad' by Anthony Browne</p> <p>Peace at Last</p> <ul style="list-style-type: none"> <li>♦ Confidently sing songs about body parts</li> <li>♦ Develop role play area into hospital/clinic</li> <li>♦ Talk about a personal visit to the hospital</li> <li>♦ Listen to above texts on the tape-recorder</li> <li>♦ Retell above texts with story props/small world toys/puppets</li> <li>♦ Labels and captions for body, tasting and smelling investigations</li> <li>♦ Contribute to big class information book about senses</li> <li>♦ Make books</li> <li>♦ Contribute to class game - Knock, knock, who's there, someone beginning with? Focus on names</li> <li>♦ Make feely book with different textures</li> <li>♦ Form letters in name correctly using pens, paints and sand</li> </ul>	<p>Settling in</p> <p>Baseline</p> <p><u>Visitors</u></p> <ul style="list-style-type: none"> <li>• nurse</li> <li>• Visually impaired person</li> </ul>

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<b>Numbers</b> 1. Use number names and number language spontaneously 2. Use number names accurately in play 3. Recite numbers in order to 10 4. Know that numbers identify how many objects are in a set 5. Beginning to represent numbers using fingers marks on paper or pictures 6. Sometimes matches numeral and quantity correctly 7. Shows curiosity about numbers by offering comments or asking questions 8. Compare 2 groups of objects, saying when they have the same number 9. Show an interest in number problems 10. Separate a group of 3 or 4 objects in different ways, beginning to realise that the total is still the same 11. Show an interest in numerals in the environment 12. Show an interest in representing numbers 13. Realises not only objects can be counted, including steps, claps or jumps <b>Shape, Space and Measure</b> 14. Show an interest in shape and space by playing with shapes or making arrangements with objects 15. Show awareness of similarities of shapes in the environment 16. Use positional language 17. Show interest in shape by sustained construction activity or by talking about shapes or arrangements 18. Show an interest in shapes in the environment 19. Use shapes appropriately for task 20. Begin to talk about the shapes of everyday objects	<ul style="list-style-type: none"> <li>♦ Sing number songs and rhymes</li> <li>♦ Count 1-5, 1-10,</li> <li>♦ Recite number names in order,</li> <li>♦ Count a set of objects (5, 10, ) giving just one number name to each object</li> <li>♦ Estimate small numbers without counting e.g. 1-6 dice/dominoes or fingers</li> <li>♦ Recognise numbers in stories, rhymes and when counting</li> <li>♦ Count sounds, movements, moving things, objects in a circle, steps, claps,</li> <li>♦ Count quietly on fingers</li> <li>♦ Recognise numerals 1-9, then 0 and 10,</li> <li>♦ Solve simple practical problems and respond to "what could we try next?"</li> </ul>	<ul style="list-style-type: none"> <li>♦ Play counting games using fingers (and toes)</li> <li>♦ Weekly number sessions- Focus on a numeral/ number formation/ identify on a number line/collect number of objects from around the setting</li> <li>♦ Reward with focus number of claps/jumps</li> <li>♦ Order numbers when acting out counting rhymes</li> <li>♦ Solve practical number problems in role play situations e.g. setting the table in the Home Corner</li> <li>♦ Number songs/rhymes</li> <li>♦ Shape puzzles</li> <li>♦ Shape cutters and play dough</li> <li>♦ Shape walk</li> <li>♦ 2D shape pictures</li> </ul>	<b>Settling in</b>  <b>Baseline</b>  <u>Visitors</u> <ul style="list-style-type: none"> <li>• nurse</li> <li>• Visually impaired person</li> </ul>

# Foundation Stage Medium Term Planning -Understanding the World

Term **Autumn** 1 (All about me)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>People and Communities</p> <ol style="list-style-type: none"> <li>1. Show interest in the lives of people who are familiar to them</li> <li>2. Remember and talk about significant events in their own experience</li> <li>3. Recognise and describe special times or events for family or friends</li> <li>4. Show interest in different occupations and ways of life</li> <li>5. Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family</li> </ol> <p>The World</p> <ol style="list-style-type: none"> <li>6. Comment and ask questions about aspects of the familiar world</li> <li>7. Can talk about some of the things they have observed, such as plants, animals, natural and found objects</li> <li>8. Talk about why things happen and how things work</li> <li>9. Develop an understanding of growth, decay and changes over time</li> <li>10. Show care and concern for living things and the environment</li> </ol> <p>Technology</p> <ol style="list-style-type: none"> <li>11. Know how to operate simple equipment</li> <li>12. Show an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones</li> <li>13. Show skill in making toys work by pressing parts or lifting flaps</li> <li>14. Know that information can be retrieved from computers</li> </ol>	<ul style="list-style-type: none"> <li>◆ Explore textures such as wet/dry sand, dough, sand, lentils, gravel, shaving foam, etc</li> <li>◆ Make DT models with junk materials</li> <li>◆ Build construction houses for play people families</li> <li>◆ Get to know where things are kept in the classroom</li> <li>◆ Observe things closely, record through drawing and modelling</li> <li>◆ Discuss changes, patterns, similarities and differences e.g. Observe and record the weather on our calendar daily</li> <li>◆ Use computers, calculators, programmable toys, tape recorders, cameras confidently</li> <li>◆ Explore modelling through clay, junk, fabric, construction kits, cookery</li> <li>◆ Use small world and role play to explore other lives and environments</li> <li>◆ Find out about the world through looking at books, pictures, artefacts, talking to visitors</li> <li>◆ Develop language of time through sequencing events and daily routines</li> </ul>	<ul style="list-style-type: none"> <li>◆ Taste 3/4 different foods, identify them and state a favourite and say why</li> <li>◆ Smell 3/4 different smell pots, describe them and discuss likes and dislikes.</li> <li>◆ Play feely bag games, describing objects hidden within</li> <li>◆ Game: A chosen child says " fish and chips" and a blindfolded child has to guess who it was by recognising the voice</li> <li>◆ Listen to instruments behind a screen and guess which made the sound.</li> <li>◆ Sort musical instruments into types of sounds e.g. bangs</li> <li>◆ Experiment with magnifying glasses, kaleidoscopes, colour filters, mirrors etc.</li> <li>◆ Compare and describe seasonal colours</li> <li>◆ Play blindfold guessing games dependant on hearing, touch etc</li> <li>◆ Talk about a visit to the hospital, dentist, clinic</li> <li>◆ Listen to a visitor talking about their job. Ask sensible questions</li> <li>◆ Recollect childhood experiences- birthday parties, special days out etc.</li> <li>◆ Wash, dress and undress baby dolls</li> <li>◆ Talk about what babies can and can't do and what they need when they are young e.g. bottle, cot and explain why</li> </ul>	<p>Settling in</p> <p>Baseline</p> <p><u>Visitors</u></p> <ul style="list-style-type: none"> <li>• nurse</li> <li>• Visually impaired person</li> </ul>



Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<b>Moving and handling</b> <ol style="list-style-type: none"> <li>1. Move freely and with pleasure and confidence in a range of ways</li> <li>2. Mount stairs, steps or climbing equipment using alternate feet</li> <li>3. Walk downstairs, two feet to each step while carrying a small object</li> <li>4. Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles</li> <li>5. Can momentarily stand on one foot when shown</li> <li>6. Can catch a large ball</li> <li>7. Draw lines and circles using gross motor movements</li> <li>8. Use one handed tools and equipment</li> <li>9. Hold pencil between thumb and two fingers, no longer using whole hand grasp</li> <li>10. Hold pencil near point between first two fingers and thumb and use it with good control</li> <li>11. Can copy some letters</li> </ol> <b>Health and Self-care</b> <ol style="list-style-type: none"> <li>12. Can tell adults when hungry or tired or when they want to rest or play</li> <li>13. Observe the effects of activity on their bodies</li> <li>14. Understands that equipment and tools have to be used safely</li> <li>15. Gain more bowel and bladder control and can attend to toileting needs most of the time themselves</li> <li>16. Can usually manage washing and drying hands</li> <li>17. Dresses with help</li> </ol>	<b>Gross motor</b> <ul style="list-style-type: none"> <li>◆ Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area</li> </ul> <b>Fine motor</b> <ul style="list-style-type: none"> <li>◆ Range of jigsaws</li> <li>◆ Sewing - cards,</li> <li>◆ Threading beads, reels, pasta, shapes etc.</li> <li>◆ Dressing up</li> <li>◆ Make collages/models using scissors, glue, tape, paper, junk</li> <li>◆ Use paintbrushes and mark-makers</li> <li>◆ Play with sand and water toys,</li> <li>◆ Use computer keys and mouse</li> <li>◆ Model with dough, clay, plasticine rolling pins and cutters, etc.</li> <li>◆ Explore textures e.g. gravel, shaving foam, sand, loose tea, lentils</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>◆ Adopt healthy and hygienic routines throughout the school day</li> </ul>	<ul style="list-style-type: none"> <li>◆ Play starting and stopping on a signal games-traffic light</li> <li>◆ Explore ways of travelling using different body parts (feet only, hands/feet, tummies, etc.)</li> <li>◆ Do exercise to music and explore changes to bodies afterwards</li> <li>◆ Make plates of dough food (healthy/non-healthy)</li> <li>◆ Sort out pictures/menus of healthy and non-healthy foods</li> <li>◆ Read "I want my potty" as a starting point for discussing toileting routines</li> <li>◆ Role play keeping "baby" clean and well-fed</li> <li>◆ Talk about effects of exercise after outside play - perspiration, racing heart beat, heavy breathing, tiredness.</li> <li>◆ Practice sewing skills</li> <li>◆ Play sending and receiving games with bats and balls, bean bags, quoits, hoops etc.</li> </ul>	<b>Settling in</b>  <b>Baseline</b>  <u><b>Visitors</b></u> <ul style="list-style-type: none"> <li>• nurse</li> <li>• Visually impaired person</li> </ul>

Learning Intentions EYFS Development Matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Exploring and Using Media and Materials</b></p> <ol style="list-style-type: none"> <li>1. Enjoys joining in with dancing and ring games</li> <li>2. Sing a few familiar songs</li> <li>3. Begin to move rhythmically</li> <li>4. Imitate movement in response to music</li> <li>5. Tap out simple repeated rhythms</li> <li>6. Explore and learn how sounds can be changed</li> <li>7. Explore colour and how colours can be changed</li> <li>8. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>9. Begin to be interested in and describe the texture of things</li> <li>10. Use various construction materials</li> <li>11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>12. Join construction pieces together to build and balance</li> <li>13. Realise tools can be used for a purpose</li> </ol> <p><b>Being Imaginative</b></p> <ol style="list-style-type: none"> <li>14. Develop preferences for forms of expression</li> <li>15. Use movement to express feelings</li> <li>16. Create movement in response to music</li> <li>17. Sing to self and make up simple songs</li> <li>18. Make up rhythms</li> <li>19. Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</li> <li>20. Engage in imaginative role play based on first hand experiences</li> <li>21. Builds stories around toys</li> <li>22. Use available resources to create props to support role play</li> <li>23. Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> </ol>	<ul style="list-style-type: none"> <li>◆ Collage with different fabrics, papers, foods and materials</li> <li>◆ Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.</li> <li>◆ Printing with string, shapes, food, leaves,</li> <li>◆ Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.</li> <li>◆ Modelling with junk, clay, dough, construction</li> <li>◆ Look at paintings and other forms of art and discuss content and style</li> <li>◆ Recreate and make up new characters and stories through imaginative and small world play</li> <li>◆ Make music through singing, body sounds, classroom objects and musical instruments</li> <li>◆ Listen to a wide range of music from around the world and from different times</li> <li>◆ Respond to music through painting, drawing and writing</li> <li>◆ Dance to a range of music from around the world and from different times</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sing songs relating to body parts e.g. 'heads, shoulders, knees and toes, '1 finger, 1 thumb', 'Tommy Thumb', 'If you're happy and you know it clap your hands'</li> <li>◆ Explore using body parts, including voices, to make sounds</li> <li>◆ Explore different ways of making sounds with musical instruments</li> <li>◆ Make collage names with different textured materials.</li> <li>◆ Make pictures with hand prints, finger prints, foot prints etc.</li> <li>◆ Self portraits using mirrors, mixing skin colours</li> <li>◆ Observation drawings of eyes using magnifying glasses</li> <li>◆ Make collages on paper plates of healthy and non-healthy meals</li> <li>◆ Use different body parts to make textures e.g. bubble painting</li> <li>◆ Draw members of family focusing on scale</li> </ul>	<p><b>Settling in</b></p> <p><b>Baseline</b></p> <p><u><b>Visitors</b></u></p> <ul style="list-style-type: none"> <li>• nurse</li> <li>• Visually impaired person</li> </ul>