

Nursery Medium Term Planning
Autumn 1- Monkey Puzzle - Julia Donaldson
Value - Friendship

Key experiences this term

- Plesiosaur day/ school birthday
- Meeting the school pets
- Harvest Festival

Key vocabulary this term

Understanding the World - family, friends, home, pets, live, house, town, Lincoln, (family members)

Personal, Social and Emotional Development - clean, share, take turns, join in, together, sad, happy, angry, worried, tired, excited

Expressive Arts and Design - paint, colour, self portrait, brush, mix

Physical Development- on, off, dress, undress, spin, climb, build

Development Matters/ Birth to Five Matters links

PSED

Seeks out companionship with adults and other children, sharing experiences and play ideas.

Uses their experiences of adult behaviours to guide their social relationships and interactions

Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it

Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers

Enjoys playing alone, alongside and with others, inviting others to play and attempting others' play

Enjoys a sense of belonging through being involved in daily tasks

Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable condition

Communication and Language

Listens to familiar stories with increasing attention and recall

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture

Able to use language in recalling past experiences

Uses talk to explain what is happening and anticipate what might happen next

Questions why things happen and gives explanations.

Asks e.g. who, what, when, how Beginning to use a range of tenses (e.g. play, playing, will play, played)

Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle

Physical Development

Creates lines and circles pivoting from the shoulder and elbow

Can name and identify different parts of the body

Can wash and can dry hands effectively and understands why this is important

Can mirror the playful actions or movements of another adult or child

Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

Literacy

Listens to and joins in with stories and poems, when reading one to one and in small groups

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Shows interest in illustrations and words in print and digital books and words in the environment

Recognises familiar words and signs such as own name, advertising logos and screen icons

Knows that print carries meaning and, in English, is read from left to right and top to bottom

Knows information can be relayed through signs and symbols in various forms (eg. printed materials, digital screens and environmental print)

Shows awareness of rhyme and alliteration

Recognises rhythm in spoken words, songs, poems and rhymes

Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves

Includes mark making and early writing in their play

Pattern

Creates their own spatial patterns showing some organisation or regularity

Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next

Maths

In meaningful contexts, finds longer or shorter, heavier or lighter and more/less full of two items

Creates their own spatial pattern showing some organization of regularity

Explores and adds to simple linear patterns of two or three repeating items

Understanding the World

Shows interest in the familiar to them

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world

Expressive Arts and Design

Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns

Enjoys joining in with moving, dancing and ring games

Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience

Uses movement and sounds to express experiences, expertise, ideas and feelings

Experiments and creates movement in response to music, stories and ideas

	Focus text	Planned activities - inside	Planned activities - outside	Indoor Enhanced Provision	Outdoor Enhanced provision
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<p>Week 1 - 4th September</p> <p>30 hours plus children already in nursery (16)</p>	<p>Settling in:</p> <p>Stories</p> <p>Routines</p>				
<p>Week 2 - 8th September</p> <p>30 hours plus children already in nursery and beginning of the week (27)</p> <p>From Wednesday add am (13) then pm (4)</p>	<p>Starting Nursery</p>	<p>Routines - morning routines, children coming in, hanging up their coats and bags.</p> <p>Tidying away at the end of the session, putting toys back where they were found</p> <p>Snack time - washing hands</p> <p>Going outside and getting ready for the weather - putting on jumpers, cardigans, wellies if needed.</p> <p>Reading Stories - how do we handle books</p>	<p>Sand play - how to play carefully in the sand - where to put the toys away</p> <p>Playing simple instruction games with an adult - games such as Simon says and musical statues, move to the drum and freeze.</p>	<p>Home Corner - what is familiar</p> <p>Small World - dolls house and dolls toys</p> <p>Discovery - zippers and lacing</p> <p>Role Play - Shop - till, baskets, trolley</p>	<p>Washing up in water play with tea towels</p>
<p>Week 3 - 15th September</p>	<p>BASELINE</p>	<p>Colours</p> <p>Oral Counting</p> <p>PSED</p>	<p>Colour sorting bears in tuff spot with tweezers</p>	<p>Tuff Spot for sorting pom poms</p> <p>Coloured bears</p>	

		<p>Who can join in with nursery rhymes PD Nursery Rhyme Tuff Spots - humpty dumpty Wheels on the Bus on pallet</p>	<p>Nursery Rhyme jigsaw puzzles on bee table</p> <p>Counting treasure hunt - can you find - 2 bean bags, 3 balls etc</p>	<p>Coloured paper for collaging on creation station</p> <p>Colour by numbers on the writing table</p>	
<p>Week 4 - 22nd September</p>	<p>Monkey Puzzle All About Me</p>	<p>Read and enjoy the story in key groups</p> <p>Talk about who is in my family, drawing of me and my mummy.</p> <p>Where I live, look at the different places the animals live, look at children's photos of where they live.</p>	<p>Learning how to use the mud kitchen</p> <p>Making natural self portraits</p> <p>Den building</p>	<p>COstruction - building houses - have pictures of houses.</p> <p>Role Play - builders yard</p> <p>Loose parts and picture frames</p>	
<p>Week 5 - 29th September</p>	<p>Monkey Puzzle Keeping Healthy</p>	<p>Look at what the animals like to eat - healthy eating.</p> <p>Make fruit kebabs/fruit salad</p> <p>Keeping clean - teeth</p>	<p>Cleaning the muddy animals in the tuff spot</p>	<p>Teeth brushing - dentist in a tuff spot</p>	<p>Welly footprints on sheets of paper outside - looking at pattern</p>
<p>Week 6 - 6th October</p>	<p>Monkey Puzzle Feelings</p>	<p>Read the book, look at how the monkey is feeling.</p>	<p>Drawing different facial expressions in chalk.</p>	<p>Using natural materials to make faces (conkers, leaves etc)</p>	<p>Conker rolling</p>

		<p>Use mirrors to look at different facial expressions</p> <p>PPT of feelings, how is the person feeling by looking at them, how do we know?</p> <p>Mindfulness activities - cosmic yoga - jungle cosmic yoga</p> <p>Also read The Colour Monster</p>	<p>Sticking natural objects onto cardboard to make different faces.</p>	<p>Borrow colour monster characters from Reception for doll's house and wooden blocks.</p> <p>Velcro feelings face (Gem S?)</p> <p>Painting colour monsters</p>	
<p>Week 7 - 15th October (Harvest)</p>	<p>Little Red Hen</p>	<p>Read the Story Little Red Hen</p> <p>Look at flour and some wheat talk about how the wheat is turned into flour - what do we do with flour?</p> <p>Make bread.</p> <p>Introduce the chickens to the children.</p> <p>Make some windmills</p>	<p>Reenact the story outside</p>	<p>Farm tuff tray linked to Little Red Hen</p> <p>Porridge playdough- 'bread' making</p> <p>Making masks for harvest service</p> <p>Pouring and tipping with seeds or corn??</p>	<p>Dry kitchen- flour (and water?) to pretend to make bread</p>
<p>Week 8- 20th October</p>	<p>Monkey Puzzle Animals</p>	<p>Look at the animals in the story, learn the rhymes</p> <p>The Animal Fair</p>	<p>Matching animal patterns to the animal in a treasure hunt</p>	<p>Cutting and sticking with paper with animal prints</p>	<p>Orange water, conkers, pine cones, leaves etc in a tuff tray.</p>

<p>Harvest Festival (Wednesday 16th?)</p>		<p>Incey Wincey 5 Little Monkeys</p> <p>Emma to bring in Connie the snake</p> <p>Pattern work - snakes</p> <p>Painting skills - painting a parrot on paper plates</p> <p>Dear Zoo link</p>		<p>Dear Zoo puzzles</p> <p>Jungle/zoo pallet</p> <p>Painting monkeys</p>	
<p>Story and rhyme time</p>	<p>Linked stories-</p> <p>Dear Zoo</p> <p>Little Red Hen</p> <p>Colour Monster</p> <p>Rhymes</p> <p>Animal Fair</p> <p>Incey Winsey</p> <p>5 Little Monkeys</p> <p>Humpty Dumpty</p> <p>Wheels on the Bus</p> <p>Dingle Dangle Scarecrow</p>				

