



**MEDIUM TERM PLAN – NURSERY – Settling In / Owl Babies / Feelings and Emotions / Seasons / Celebrations / Going on a Bear Hunt - Autumn**

Purpose	Links to Curriculum Intent	Exciting Event	Assessment
To settle the children into Nursery, build positive relationships and establish rules and routines Introduce the season of Autumn	<ul style="list-style-type: none"> <li>• ability to work with others.</li> <li>• resilient learners</li> <li>• take calculated risks</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn Walk</li> <li>• Art Gallery</li> <li>• Bear Hunt</li> <li>• Christmas singalong</li> <li>• Christmas Party</li> </ul>	<b>Baseline</b> Welcomm
<b>Children’s prior knowledge and experiences</b> Separation from main care giver Previous setting experiences		<b>Key Texts</b> Owl babies, Feelings and emotions, Nursery Rhymes books and Rhyme cards Autumn, Christmas books	<b>Programmes</b> Welcomm
<b>Key Vocabulary</b> Settling In – Children’s names, staff names, Rules - Share, take turns, Feelings - kind, happy, sad, worried, scared, excited, Autumn - red, yellow, brown, orange, change Celebrations – Diwali, Bonfire Night, Christmas		<b>Specific changes to learning environment</b> Autumn Interest Table Autumn books	<b>Key Resources</b> Owl Babies and Bear Hunt Story sacks Autumn - Natural resources Phonics Phase 1 games Blast groups Christmas resources

<b>Personal, Social &amp; Emotional Development</b>	<b>SELF REGULATION - Small Steps focus areas from progression map: Learning Intentions to be covered in this project</b>
	<b>Follows instructions with support</b> (Follows routines of the settings; Follow cues e.g. tambourine) <b>Recognises feelings</b> (Label feeling; Begin to respond appropriately to feelings; Seeks comfort from a familiar adult) <b>Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her</b> (Will independently access resources; Can ask for help when needed; Will try new things)
	<b>MANAGING SELF - Small Steps focus areas from progression map: Learning Intentions to be covered in this project</b>
	<b>Can seek support to meet their needs</b> (Can tell an adult their need for the toilet, drink, when hungry, cold, hot etc.) <b>Begins to follow and understand Nursery rules</b> (Rules introduced with the children) <b>Can separate from a carer with support</b> (Will come into an adult; Builds relationships with adults; Builds relationships with peers; Understands that their needs will be met)
	<b>BUILDING RELATIONSHIPS - Small Steps focus areas from progression map: Learning Intentions to be covered in this project</b>
	<b>Begins to build relationships with adults and peers</b> (Partakes in key group activities; Builds a relationship with Key Worker; Plays alongside other children; Identifies self with their key group) <b>Have a sense of self</b> (I can identify with my key group; I can identify my key worker)
	<b>Team Planning Notes:</b> Introduce the class rules and expectations, Introduce the routines and procedures of the day. Build positive relationships, including with key person. Circle-time activities. Develop listening and attention skills. News sharing sessions. Learning to share resources. Circle-time activities teaching ways to self-

	<p>regulate. Work in different size groups. Develop independence e.g. using the toilets independently, washing hands, putting on own coats. Learn to identify different feelings (including happy, sad, tired, excited)</p>
Communication and Language	<p><b>LISTENING, ATTENTION &amp; UNDERSTANDING - Small Steps focus areas from progression map: Learning Intentions to be covered in this project</b></p> <p>Follows a simple instructions (e.g. get coat, Sit down) Can come and sit for a group time activity and tunes in (Listens to short stories; Joins in with rhymes; Participates in group time activities)</p>
	<p><b>SPEAKING - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p> <p>Is developing his/her communication but may still make mistakes with irregular tenses and plurals. (Welcomm assessment; Talk about self in small groups and 1:1; Repeating sentences with I rather than 'me' e.g 'me do it'; Visual timetable; Answer questions) Begin to join in with nursery rhymes and simple songs (Daily singing of rhymes and songs; Daily hello and goodbye songs; Songs in all areas of the curriculum; Weekly music session with a focus on nursery rhymes; Fill in the missing word in a song/ rhyme) Can use a simple sentence to express need – 3 /4 words (Use talk rather than gesture; Adult to model sentence talk; Children to repeat sentences; Ask for help; Begins to communicate with others) Can label newly introduced resources Introduce social words and simple phrases (e.g hello, please, good morning)</p>
	<p><b>Team Planning Notes:</b></p> <p>Daily shared reading of a variety of different texts both fiction and non-fiction. Key group discussions – waiting their turn/ answering questions. Phase 1 phonic games. Retell and act out stories. Adults to ask open ended questions when children are in their play, working in groups, during shared reading. News Sharing Sessions. Daily rhyme sessions. Songs for purpose linked to the curriculum. Understand questions; how, what, why and when.</p>
	<p><b>GROSS MOTOR SKILLS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p> <p>Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills. (Uses large-muscle movements to paint and make marks; Can move their body in different ways; Begin to use three-wheel trikes) Is starting to take part in some group activities (Ring games; Music and movement; Chooses the right resources to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel.) Begins to manage own routines (I can hang my own coat up; I can wash my hands with support; I can drink from a cup)</p>
	<p><b>FINE MOTOR SKILLS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p> <p>Is starting to eat independently (Will attempt to eat each fruit at snack time; I can explore different mark making and messy play tools and begin to manipulate them) Uses one handed tools (Will make snips in paper; begins to use a variety of playdough tools)</p>
	<p><b>Team Planning Notes:</b></p> <p>Outdoor play equipment and have to travel up, over, along and through it safely and develop confidence in its use, supporting as necessary. Use of scooters and bikes. Create and use obstacle courses outside. Actions, Rhymes and Songs. Dancing and Ring Games. Fine motor activities (including threading, inset puzzles, blocks) Play dough station to use a variety of tools to make changes e.g rollers, knives, spoons, cutters etc. Colouring available daily. Large scale marking making (chunky chalks, sensory mark making, paint brushes in water)</p>
Literacy	<p><b>COMPREHENSION - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p> <p>Introduce stories (Children begin to listen attentively to stories read by an adult; Joins in with repeated refrains)</p>
	<p><b>WORD READING - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p> <p>Beginning to tune in to sound Share stories with an adult (Daily story session; Owl babies story)</p>
	<p><b>WRITING - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p> <p>Experiments with making marks (large scale mark making – paint brushes, chunky chalks, pens, sand, water; Explore a range of mark making resources; Sensory mark making)</p>

	<p><b>Team Planning Notes:</b> Daily shared story session. Develop an understanding of simple story structure. To take on a role – act out stories during role play. Props to act out stories. Phase 1 phonic games. Clipboards and writing implements. Large scale marking making (chunky chalks, sensory mark making, paint brushes in water)</p>
Mathematics	<p><b>NUMBER - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p>
	<p><b>Say number words in sequence</b> (Sings number songs and rhymes; Joins in counting children in the group/ line; Owl Babies counting 3)</p>
	<p><b>NUMERICAL PATTERNS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p>
	<p><b>Say number words in sequence</b> (Sings number songs and rhymes; Joins in counting children in the group/ line; Owl Babies counting 3)</p>
	<p><b>Team Planning Notes:</b> Daily Number Rhymes. Counting children in group. Use fingers to represent numbers to 5. Number Games on the IWB. Introduce simple 2d shapes. Counting opportunities encouraged throughout the day.</p>
Understanding the World	<p><b>PEOPLE CULTURES &amp; COMMUNITIES: Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p>
	<p><b>I can share photos of my family and begin to talk about them</b></p>
	<p><b>THE NATURAL WORLD - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p>
	<p><b>Explores Investigation area</b> (Uses all his/her senses in hands-on exploration of natural materials; Exploring Autumn objects; Autumn Walk)</p>
	<p><b>PAST &amp; PRESENT - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p>
	<p>I can share photos of my family and begin to talk about them; Introduce the season Autumn</p>
	<p><b>Team Planning Notes:</b> Different celebrations- Diwali, Christmas. Explore the school environment and collect natural resources for learning and play. Talk about what they can see around their immediate environment. Walk around the school site, visit forest schools and talk about what they see. Introduce the different seasons (Autumn) – what happens to the environment around them when it is Autumn? What do we wear in Autumn? What special occasions happen in Autumn? Name and describe familiar people – their family, talk about them. News sharing – talk about their family, Things that have already happened. Shared story time – stories from different cultures.</p>
Expressive Arts & Design	<p><b>CREATING WITH MATERIALS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p>
	<p><b>Explores different materials freely, in order to develop his/her ideas about how to use them and what to make.</b> (Visits the creative area; Accesses different materials and resources; Experiments giving meaning to marks they make)</p>
	<p><b>BEING IMAGINATIVE &amp; EXPRESSIVE - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p>
	<p>. Takes part in simple pretend play, using an object to represent something else even though they are not similar.</p>
	<p><b>Team Planning Notes:</b> Explore and create a variety of different materials. Creative opportunities exploring different skills and techniques. Create for a purpose – make something with an intention – models, pictures junk models creative area, construction area with a variety of materials and resources. Explore colour mixing and use colour for different purposes. To develop storylines in their play – small world, role play areas, storytelling props. Explore instruments to make different sounds and rhythms. Responding to music through dance.</p>