



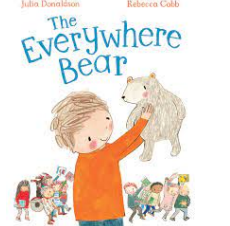
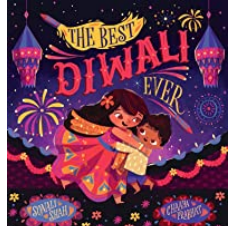
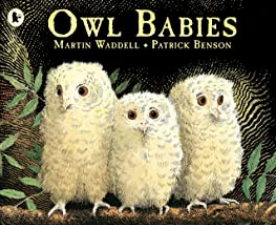
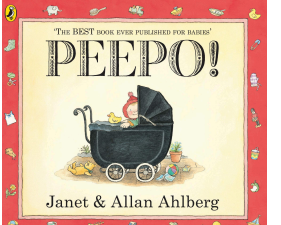

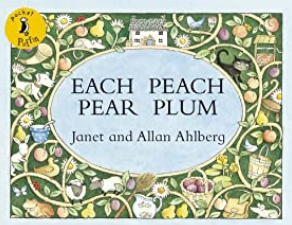
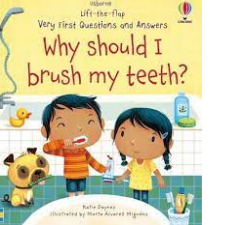



Oswald Road

Nursery Autumn 1 Medium term plan: Magical me!

Themes/Interests/Lines of Enquiry	Week 1 Transition	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Quality Texts	Children are part time	Going to School By Usborne 	Going to School By Usborne 	Happy to be me by Emma Dodd 	The Great Big Book of Families by Mary Hoffman 	Everywhere Bear by Julia Donaldson 	The Best Diwali Ever by Sonali Shah 
Shared Read Texts	Children are part time	Owl Babies 	Peepo 	Tickle Beetle 	Each Peach, Pear, Plum 	Why should I brush my teeth? 	Harvest Festivals 
Enrichment						Mummy and baby visit – Thursday 10 th October	Diwali
CL: Listening, attention and understanding / Speaking	<p>Role Play – Home corner - breakfast resources</p> <p>Small World Play – continuous resources</p> <p>Nursery rhymes and action songs</p> <p>Small group and carpet story time</p> <p>Engaging in conversations with adults and friends during play</p>	<p>Role Play – Home corner - breakfast resources</p> <p>Small World Play – continuous resources</p> <p>Nursery rhymes and action songs</p> <p>Small group and carpet story time</p> <p>Engaging in conversations with adults and friends during play</p>	<p>Role Play – Home corner - caring for babies</p> <p>Small World Play - small world town and people</p> <p>Nursery rhymes and action songs</p> <p>Small group and carpet story time</p> <p>Engaging in conversations with adults and friends during play</p>	<p>Role Play – Home corner - caring for babies</p> <p>Small World Play - small world town and people</p> <p>Nursery rhymes and action songs</p> <p>Small group and carpet story time</p> <p>Engaging in conversations with adults and friends during play</p>	<p>Role Play – Home corner - dressing up costumes</p> <p>Small World Play – dolls house and small world people</p> <p>Nursery rhymes and action songs</p> <p>Small group and carpet story time</p> <p>Engaging in conversations with adults and friends during play</p>	<p>Role Play – Home corner - dressing up costumes</p> <p>Small World Play – dolls house and small world people</p> <p>Nursery rhymes and action songs</p> <p>Small group and carpet story time</p> <p>Engaging in conversations with adults and friends during play</p>	<p>Role Play – Home corner - dressing up costumes</p> <p>Small World Play – dolls house and small world people</p> <p>Nursery rhymes and action songs</p> <p>Small group and carpet story time</p> <p>Engaging in conversations with adults and friends during play</p>

Personal, Social & Emotional Development	Class charter – Jigsaw Charter/Rights Respecting Articles Behavioural expectations	Settling in Talking about feelings using puppets/soft toys Exploring setting and different learning areas Introducing carpet rules and establishing boundaries Playing with a friend / in small groups Create sense of class community Jigsaw 1: Being Me in My World – Who...Me?!	Settling in Talking about feelings using puppets/soft toys Exploring setting and different learning areas Introducing carpet rules and establishing boundaries Playing with a friend / in small groups Create sense of class community Jigsaw 1: Being Me in My World: How am I feeling today? Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Ralphie Right	Settling in Talking about feelings using puppets/soft toys Exploring setting and different learning areas Introducing carpet rules and establishing boundaries Playing with a friend / in small groups Create sense of class community Jigsaw 1: Being Me in My World: Being at Nursery Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Ralphie Right	Settling in School values - introduce Talking about feelings using puppets/soft toys Exploring setting and different learning areas Introducing carpet rules and establishing boundaries Playing with a friend / in small groups Create sense of class community Class charter - 5 Bs Jigsaw 1: Being Me in My World: Gentle hands Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Ralphie Right	Settling in Talking about feelings using puppets/soft toys Exploring setting and different learning areas Following carpet rules and boundaries Playing with a friend / in small groups Create sense of class community Jigsaw 1: Being Me in My World: Our right respecting school charter Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Ralphie Right	Settling in Talking about feelings using puppets/soft toys Exploring setting and different learning areas Following carpet rules and boundaries Playing with a friend / in small groups Create sense of class community Jigsaw 1: Being Me in My World: Our responsibilities Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Ralphie Right
Physical Development: Gross Motor	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area
Physical Development: Fine Motor	Malleable area Fine motor area Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area - Beads on hair (BHM) Penpals Letter formation (phonics/literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/literacy and name writing) Lunch time (knives, forks and spoons)
Physical Development: Health	PE Snack time Tooth brushing	PE Snack time Tooth brushing	PE Snack time Tooth brushing	PE Snack time Tooth brushing	PE Healthy Eating (harvest) Snack time Tooth brushing	PE Snack time Tooth brushing	PE Snack time Tooth brushing

Literacy	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <p>Recognising own names, mark-making – focused group time sessions. Mark-making to music.</p> <p>Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <p>Trace/copy own names, mark-making – focused group time sessions. Mark-making to music.</p> <p>Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <p>Trace/copy own names, mark-making – focused group time sessions. Mark-making to music.</p> <p>Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <p>Trace/copy own names, mark-making – focused group time sessions. Mark-making to music.</p> <p>Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <p>Trace/copy own names, mark-making – focused group time sessions. Mark-making to music.</p> <p>Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <p>Trace/copy own names, mark-making – focused group time sessions. Mark-making to music.</p> <p>Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <p>Trace/copy own names, mark-making – focused group time sessions. Mark-making to music.</p> <p>Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p>
Mathematics	<p>Recognise the colour red: Children identify red objects and say if an object is red or not.</p> <p>Recognise the colour blue: Children identify blue objects and say if an object is blue or not.</p> <p>Recognise the colour yellow: Children identify yellow objects and say if an object is yellow or not.</p>	<p>Recognise the colour green: Children identify green objects and say if an object is green or not.</p> <p>Recognise the colour purple: Children identify purple objects and say if an object is purple or not.</p> <p>Recognise colours: Children recap the colours they have already learnt and explore other colours. They talk about their favourite colours and match objects to the correct colour name.</p>	<p>Recognise matching buttons: Children identify a button that is the same shape or colour as a set of buttons on a shirt.</p> <p>Recognise matching shoes: Children pair up shoes that match because they are the same colour or have the same shape on them.</p> <p>Recognise and create matching towers: Children match up towers of blocks that are made up of the same colours in the same order.</p>	<p>Match number shapes: Children identify matching Numicon shapes and begin to identify how they have the same number of holes.</p> <p>Match the same size: Children match up handprints that are the same size or colour.</p> <p>Match prints: Children match prints that are the same shape, even though they might be different colours.</p>	<p>Sorting by size: Children sort objects, like counting bears, by creating groups of objects that are the same size.</p> <p>Sort by colour: Children sort objects that are 2 or 3 different colours.</p> <p>Sort by shape: Children sort objects, like buttons, by creating groups of objects that are the same shape.</p>	<p>Sorting - What do you notice? Children talk about what the notice about the objects that have been grouped by an adult.</p> <p>Sorting - Guess my rule? Children are asked to identify how groups of objects have been sorted by identifying the similarities between the objects. They then sort objects based on their own criteria</p>	<p>Consolidation week - revisiting the areas looked at this half term</p>
Understanding the world: Past and present	<p>Family photos</p> <p>Name and describe people who are familiar to them</p>	<p>Family photos</p> <p>Name and describe people who are familiar to them</p>	<p>Family photos</p> <p>Name and describe people who are familiar to them</p>	<p>Family photos</p> <p>Name and describe people who are familiar to them</p>	<p>Family photos</p> <p>Name and describe people who are familiar to them</p>	<p>People who help us – visit from doctor, Mummy and baby visit</p>	<p>Family photos</p> <p>Name and describe people who are familiar to them</p>

Understanding of the World: People, Culture & Communities	RE: What makes people special? Christianity, Judaism Lesson 1: Families Know that there are different countries in the world and talk about the differences they have experienced or seen in the photos.	RE: What makes people special? Christianity, Judaism Lesson 2: Friends Know that there are different countries in the world and talk about the differences they have experienced or seen in the photos.	RE: What makes people special? Christianity, Judaism Lesson 3: Role models Know that there are different countries in the world and talk about the differences they have experienced or seen in the photos.	RE: What makes people special? Christianity, Judaism Lesson 4: Jesus Know that there are different countries in the world and talk about the differences they have experienced or seen in the photos.	RE: What makes people special? Christianity, Judaism Lesson 5: Jesus contd Harvest festival (Christianity) Know that there are different countries in the world and talk about the differences they have experienced or seen in the photos.	RE: What makes people special? Christianity, Judaism Lesson 6: Moses Know that there are different countries in the world and talk about the differences they have experienced or seen in the photos.	RE: What makes people special? Know that there are different countries in the world and talk about the differences they have experienced or seen in the photos.
Understanding of the World: World	Investigation area: Magical me – exploring ourselves, similarities and differences using mirrors. Science: Senses Body parts Autumn Harvest	Investigation area: Magical me – exploring ourselves, similarities and differences using mirrors. Science: Senses Body parts Autumn Harvest	Investigation area: Magical me – exploring ourselves, similarities and differences using mirrors. Science: Senses Body parts Autumn Harvest	Investigation area: Magical me – exploring ourselves, similarities and differences using mirrors. Science: Senses Body parts Autumn Harvest	Investigation area: Magical me – exploring ourselves, similarities and differences using mirrors. Science: Senses Body parts Autumn Harvest	Investigation area: Magical me – exploring ourselves, similarities and differences using mirrors. Science: Senses Body parts Autumn Harvest	Investigation area: Magical me – exploring ourselves, similarities and differences using mirrors. Science: Senses Body parts Autumn Harvest
Understanding of the World: Technology	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard Beebots	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard
Expressive Art & Design	Music: Let’s be friends This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces. Junk modelling	Music: Let’s be friends This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces. Art: Drawing and painting portraits	Music: Let’s be friends This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces. Art: Drawing and painting portraits	Music: Let’s be friends This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces. Art: Drawing and painting portraits	Music: Let’s be friends This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces. Art: Drawing and painting families	Music: Let’s be friends This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces. Art: Drawing and painting families	Music: Let’s be friends This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces. DT: Food: decorating biscuits Mechanisms: Body/skeleton puppets
ELS Phonics	Phase 1: Environmental sounds: • To develop children’s listening skills and awareness of sounds within the environment. • Further development of vocabulary and children’s identification and recollection of differences between sounds. • To make up simple sentences and talk in greater detail about sounds	Phase 1 Environmental sounds: • To develop children’s listening skills and awareness of sounds within the environment. • Further development of vocabulary and children’s identification and recollection of differences between sounds. • To make up simple sentences and talk in greater detail about sounds	Phase 1 Instrumental sounds: • To experience and develop awareness of sounds made with instruments and noise makers. • To listen to and appreciate the difference between sounds made with instruments. • To use a wide vocabulary to talk about the sounds instruments make.	Phase 1 Body percussion sounds: • To develop awareness of sounds and rhythms. • To distinguish between sounds and to remember patterns of sound. • To talk about sounds we make with our bodies and what the sounds mean	Phase 1 Rhythm and rhyme: • To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech. • To increase awareness of words that rhyme and to develop knowledge about rhyme. • To talk about words that rhyme and to produce rhyming words.	Phase 1 Alliteration: • To develop understanding of alliteration. • To listen to sounds at the beginning of words and hear the differences between them. • To explore how different sounds are articulated and extend understanding of alliteration.	Phase 1 Voice sounds: • To distinguish between the differences in vocal sounds, including oral blending and segmenting. • To explore speech sounds. • To talk about the different sounds that we can make with our voices.