

• **Turncroft Nursery School**
Medium Term Plan – Autumn 1 2024



It's Good to be Me!

<p>Themes/Interests: All about me My family Birthdays Rules and routines Feelings</p>	<p>Core Text</p> 	<p>Core Rhymes Heads, shoulders, knees and toes Baa Baa lack sheep Jack and Jill</p>
<p>Other linked texts Lu Lu loves nursery Colour monster Dogger Books related to different feelings</p>	<p>Artist links Modrian Primary Colours</p> 	<p>Parental Involvement Grandparents' Day</p>
<p>Experiences Starting nursery Grandparents Day 5th October Diwali 20th October</p>	<p>Key Vocabulary Family, house, brother, sister, school, teacher, friends, uncle, aunty, grandma, grandad, nanna, nursery, good listening, good looking, good sitting, good talking, rules, nursery, home, playgroup, colour, red, purple, green, orange, blue, black, white, pink, yellow, happy, angry, sad, scared, story, book, Mondrian, artist, paint, square, feeling</p>	

Prime Areas

Area of learning	Objectives/skills	Previous Learning/Revisit linked to assessments and discussions with staff
Personal, Social and Emotional Development	<p>I know the rules in nursery and I am beginning to follow them I know how I am feeling and can talk about this I know how to find resources and ask for help if I need it</p> <p><u>School Readiness Links:</u> <i>Increasingly follow rules understanding why they are important</i> <i>Talk about their feelings using words like, happy, sad, scared, angry</i></p> <ul style="list-style-type: none"> • Use good sitting, good looking, good talking, good listening visuals to develop listening and attention during carpet times. • Talk about our nursery rules and why these are important. • Create routines and boundaries with the children and establish these through our 'Give me Five' song. • Use visual timetable to become familiar with our daily routine • Give children appropriate tasks to carry out to develop a sense of responsibility and membership of the community: 	

	<ul style="list-style-type: none"> • Self-registration on arrival to nursery. • Learn self-care routines such as hanging own coat and bag up • Pouring own drinks at snack. • Learn how to use the environment, model how to play with toys and how to tidy up correctly when we have finished using them. 	
Communication and Language	<p>I know how to pronounce sounds accurately I know how to communicate, sometimes struggling with irregular tenses</p> <ul style="list-style-type: none"> • Explore a variety of stories and rhymes relating to our topic 'All About Me' • Talk about who is in our family and who our teachers and friends are at school. 	
Physical Development	<p>I know how to make snips in paper I know how to use large movements to paint, wave, swirl</p> <ul style="list-style-type: none"> • Learn how to use tools and equipment safely (e.g sitting at the table with scissors. • Explore outdoor climbing frame confidently, safely and independently • Use large muscle movements, large shoulder and arm movements – large chalk boards, ribbons and flags. • Introduce daily music and movement sessions - Encouraging large muscle co-ordination, whole body, leg, arm and foot. • Climbing, swinging, messy play and parachute games. 	
Specific Areas		
Area of learning	Objectives/skills	Previous Learning/Revisit linked to assessments and discussions with staff
Literacy	<p>I know print goes from left to right and top to bottom I know print has meaning I know how to talk about stories</p> <p>Phonics: Aspect 1 Environmental sounds: Tuning into sounds Aspect 2 Instrumental sounds: Tuning into sounds Aspect 3 Body percussion: Tuning into sounds Action rhymes</p> <ul style="list-style-type: none"> • Introduce phonics scheme • Stories linked to 'all about me' • Conversations about stories, puppets, visual interaction and role play. 	
Mathematics	<p>I know a variety of colours and can match and sort them I know how to talk about objects relating to size I know some 2D shapes and can talk about them</p>	

	<p>Maths Rhymes Linked: 1,2,3,4,5, once I caught a fish alive 1 potato 5 little speckled frogs 5 little ducks 5 currant buns</p>	
<p>Understanding the World</p>	<p>I know how old I am I know who is in my family and I can talk about them I know how to use my senses when exploring materials</p> <ul style="list-style-type: none"> • Talk about who we live with and who is in our families. Talk about the differences between our families and other families. Develop positive attitudes about the differences between people. • Share family photographs on Tapestry and create a display in nursery. • Create ‘Mondrian Artist pieces’ and self portraits for display. 	
<p>Expressive Arts and Design</p>	<p>I know how to show emotions-sad, happy etc through my art I know how to play and use different objects to represent something in my play</p> <p>Create ‘Mondrian Artist pieces’ linked to colour and self-portraits for display. Talk about feelings through self portrait paintings, e.g. ...makes me happy because...etc.</p>	<ul style="list-style-type: none"> • Provide a variety of role play experiences for children to act out their own experiences from home, for example, home corner, shop etc. Have access to lots of flexible and open-ended resources to enhance children’s imaginative play. • Set up small worlds based on children’s experiences, spend time role playing with the children.
<p><u>Key Skills/What will children have achieved by end of Autumn 1:</u></p> <ul style="list-style-type: none"> - I use key words to communicate my ideas simply - I can use key words to communicate in play - I show an awareness of when others are talking to me – I stop and look - I can follow some routines with support - I like to play alongside others - I can make clear my wants and needs - I can leave my carer with support - I can find my belongings e.g. coat/bag - I can effectively explain my care needs to an adult - I enjoy moving in different ways - I enjoy mark making in different ways - I show an interest in books - I listen to rhymes and stories with some interest - I can say some number names - I can build and play with some different shapes - I know my name - I can explore how some things work - I can talk about things that I see or that interest me - I watch other in pretend play - I can join in with some group singing and make some sounds - I know how to explore and use different materials. 		

