



# Appletree Gardens First School Medium Term Planning

## Nursery Autumn 1 - My Little World



### In Literacy we will:

#### Comprehension

- Enjoy sharing books and nursery rhymes with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Develop play around favourite stories using props.

#### Word Reading

- I can start to recognise my name when it has a matching picture..

#### Writing

- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy".

#### PHONICS - Stage 1:

##### Aspect 1 General Sound Discrimination - Environmental Sounds:

- Develop listening skills and awareness of sounds in the environment
- Identify and remember the differences between sounds
- Talk about sounds in greater detail

*Aspect 4 will be explored and celebrated throughout the Nursery year as we sing and read a wealth of Nursery Rhymes and rhyming stories with the chn.*

#### Key Vocabulary

Who, What, Where, When, like, favourite, story, rhyme, name, letter, sound



### Which books will help children secure and think more deeply about the knowledge in this block?



### In Communication and Language we will:

#### Listening, Attention & Understanding

- Listen and respond to a simple instruction.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give it to mummy" or "stop".
- Recognise and point to objects if asked about them.
- Listen to other people's talk with interest, but can easily be distracted by other things.

#### Speaking

- Start to develop conversation, often jumping from topic to topic.

#### Key Vocabulary

Look, listen, where, what, why, when, sounds, hear

### In Physical Development we will:

#### Gross Motor Skills

- Jump two feet to two feet on the spot. Jump from a higher to a lower height.
- Enjoy moving outdoors and inside.
- Clap and stamp to music.
- Fit into, & move around in, spaces like tunnels, dens and large boxes.
- Enjoy starting to kick, throw and catch balls.
- Spin, roll and independently use ropes and swings (for example, tyre swings).

#### Fine Motor Skills

- Build independently with a range of appropriate resources.
- Use a range of simple, one handed tools safely.

#### Squiggle While You Wiggle:

- Making specific large scale movements to music using props (Flipper Flappers), transferring movements onto paper:
- Lines - move arms up and down, side to side, cross arms over in the middle
- Circle - round and round, both directions

#### Key Vocabulary

Walk, run, jump, hop, high, low, move, climb, throw, catch, kick, swing, spin, roll, cut, snip, build, balance,

### In Personal, Social & Emotional Development we will:

#### Self-Regulation

- Find ways to calm themselves - being calmed and comforted by key person.
- Begin to build a vocabulary around feelings

#### Managing Self

- Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance.
- Begin to follow classroom routines including self-help with clothing.
- Begin to put on coats with adult support

#### Building Relationships

- Find ways of managing transitions, for example from parent to key person
- Develop friendships with other children.

#### JIGSAW 1 - Being Me In My World:

1. Understand how it feels to belong and that we are similar and different.
2. Understand how feeling happy and sad can be expressed.
3. Can work together and consider other people's feelings.
4. Can use gentle hands and understand that it is good to be kind to people.
5. Is learning what being responsible means.

#### Key Vocabulary

Rules, respect, listen, calm, breathing, feeling, family, friends, think, kind

### In Mathematics we will:

#### Number / Numerical Patterns

- Take part in finger rhymes with numbers.
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'

#### Shape, Space & Measures

- Build with a range of resources.
- Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'longer/shorter', 'high/low', 'tall', 'heavy'.

**Practise our maths skills in Real Life:** In cookery, gardening and Forest School sessions linked to capacity, size, measuring, counting.

#### Key Vocabulary

Subatise, count, compare, size, how many, how much,

### In Understanding the World we will:

#### Past and Present

- Talk about my personal family history - parents and grandparents.
- Think about and share ideas linked to past, present and future events in Nursery.

#### People, Culture and Communities

- Talk about their own family members and homes.
- Make connections between the features of their family and other families.
- Notice differences between people.

#### The Natural World / Forest School:

- Explore natural materials, indoors and outside.
- Make respectful observations of living things.
- Enjoy transporting.

#### Gardening:

- Plant seeds and care for growing plants.

**Using tools, change of matter, materials and changes...**

#### Key Vocabulary

Family, baby, history, plant, animal, grow, adult, grandparent  
TIMELINE - past, present, future, yesterday, today, tomorrow



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<p><b><u>In Expressive Arts and Design we will:</u></b></p> <p><b><u>Creating with Materials</u></b></p> <ul style="list-style-type: none"> <li>● Start to make marks intentionally.</li> <li>● Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> </ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <ul style="list-style-type: none"> <li>● Join in with songs and rhymes, making some sounds.</li> <li>● Start to develop pretend play, pretending that one object represents another.</li> <li>● Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' and other nursery rhymes.</li> </ul> <p><b><u>Key Vocabulary</u></b> Draw, paint, colour, what, explain, sing, song, nursery rhyme, dance, actions, move, pretend</p>	<p><b><u>How will we enhance our curriculum with FOREST SCHOOL:</u></b></p> <ul style="list-style-type: none"> <li>● Plan, do, review (listening and attention skills) speaking, learning new vocabulary and developing conversational skills</li> <li>● Using natural materials, creatively to learn about Autumn</li> <li>● develop gross and fine motor skills</li> <li>● Learn to care for living things</li> <li>● Develop transporting skills</li> <li>● Autumn outdoor themed nursery songs/actions (math link)</li> <li>● develop maths skills through mud kitchen, potion stations by measuring, comparing quantities and counting.</li> <li>● Build with a range of natural materials</li> <li>● Autumn stories</li> <li>● Autumnal vocabulary</li> </ul> <p><b><u>Key Vocabulary</u></b> - size, colour, texture, seasons, weather, festivals, light and dark, songs, build, compare, transport</p>	<p><b><u>How will we enhance our continuous provision to extend learning through independent enquiry?</u></b></p> <ul style="list-style-type: none"> <li>● Reading area with selection of core texts on display - add display racks to the wall. Create a large reading tree on the wall to make the area inviting.</li> </ul> <p>Create or update areas with open access to resources:</p> <ul style="list-style-type: none"> <li>● Creation Station - use shelves for easier access</li> <li>● Small World</li> <li>● Construction</li> <li>● Loose parts / maths area</li> </ul>
<p><b><u>We will involve our families in our learning by:</u></b></p> <ul style="list-style-type: none"> <li>● Open communication every morning and afternoon at the Nursery door.</li> <li>● Seesaw - Sharing learning in school, providing ideas for consolidating learning at home, Email facility with parents.</li> <li>● Introduce Nursery Book Bags and Nursery Rhyme Playdough Packs Packs - plan a launch day where we invite families in and involve them in the process so they know what to expect.</li> <li>● Asking families to share info via Seesaw linked to 'My Little World' topic - my home, my family history etc.</li> </ul>	<p><b><u>The strategies to support our most vulnerable learners are:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Leaving parents</b> - Support children saying goodbye to parents and coming into Nursery.</li> <li>● <b>'Donut Planning'</b> - Observe children who are not such confident talkers and those who are so confident exploring in Nursery.</li> <li>● <b>Liaise with SENDCO</b> [REDACTED]</li> </ul>	<p><b><u>Which visits, visitors and experiences will we organise to help secure children's knowledge:</u></b></p> <ul style="list-style-type: none"> <li>● Visit to school library / Monkseaton Library</li> <li>● Thurs 5th October (wk5) - Parents invited for the Launch of Story Sacks and Nursery Rhyme packs</li> <li>● Grandparents Stay and Play during My Family History Week (wk7)?</li> </ul>



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Autumn 1	WK 1 - 5.9.23	WK 2 - 11.9.23	WK 3 - 18.9.23	WK 4 - 25.9.23	WK 5 - 2.10.23	WK 6 - 9.10.23	WK 7 - 16.10.23	WK 8 - 23.10.23
<b>Theme</b>	Exploring Indoors and Outdoors			My Home	My Home	My Family	My History	Halloween
<b>Details</b>	Staggered Intake 4.9 - Training Day	Staggered Intake	All Children in	Introduce Story Dough	Story Sack Launch Day - Thurs 5.10		Grandparents invited in	Halloween Party
<b>Rhyme</b>	Incey Wincey Spider	Incey Wincey Spider		Hickory Dickory Dock	Hickory Dickory Dock	The Wheels on the Bus	The Wheels on the Bus	
<b>Text</b>		Nursery? Not Today	The Colour Monster	Who Are You?		Once There Were Giants	When I was Little Like You	Meg and Mog
<b>Appletree Values - Golden Threads</b>	I have opportunities	I have opportunities	I am happy and safe	I am happy and safe	I have a voice	I have a voice	I have opportunities	I am happy and safe
<b>British Values</b>	<b>Rule of Law -</b> We can follow routines and keep to rules	<b>Rule of Law -</b> We can follow routines and keep to rules	<b>Democracy -</b> Our opinions matter	<b>Tolerance -</b> We accept each other's differences	<b>Tolerance -</b> We accept each other's differences	<b>Respect -</b> We look after each other and our school	<b>Respect -</b> We look after each other and our school	<b>Tolerance -</b> We accept each other's differences
<b>Career Opportunities</b>	Doctors and Nurses	Doctors and Nurses	Bakers and Chefs	Bakers and Chefs	Jobs in our family	Driving Jobs	Astronauts	
<b>Maths</b>	5 Little Monkeys	5 Little Monkeys	5 Currant Buns	5 Currant Buns	5 Little Speckled Frogs	5 Little Speckled Frogs	5 Little Men in a Flying Saucer	5 Little Men in a Flying Saucer
<b>Gardening/cooking</b>	Settling in	Settling in	G: Secret Garden Blackberry picking	R: Secret Garden Blackberry picking	B: Secret Garden Blackberry picking	G: Planting a winter vegetable	R: Planting a winter vegetable	B: Planting a winter vegetable
<b>Playdough Maths</b>	Settling in	Settling in	B: Making lavender dough. Roll Song: wiggly woo	G: Making lavender dough. Roll Song: wiggly woo	R: Making lavender dough. Roll Song: wiggly woo	B: Making pumpkin spice dough. splat Song: 3 little pumpkins	G: Making pumpkin spice dough. splat Song: 3 little pumpkins	R: Making pumpkin spice dough. splat Song: three little pumpkins
<b>Forest School</b>	Settling in and first visit for some	Learning routines First visit for some	Looking at the Autumn trees and leaves on our site.	Leaf crowns	Leaf stick mum/dad/me	Salt dough leaf me	Leaf Lanterns	Halloween/Pumpkins
<b>Home/School Links</b>			Send in photographs of home and family, including children when they were babies		<b>Launch Story Sacks and Nursery Rhyme Playdough Packs</b> - Individual Story Sacks - Nursery Rhyme Playdough Packs: 5 currant buns			None home