



Appletree Gardens First School Medium Term Planning

Nursery Autumn 2 - Starry, Starry Night



In Communication and Language we will:

Listening, Attention & Understanding

- Engage in short periods of joint attention with books.

Speaking

- Join in with favourite rhymes – some lines, words and actions.
- Participate with words, phrases or gestures as play is narrated.
- Starting to develop pretend play.
- Start to develop conversation, often jumping from topic to topic.
- Can take turns in conversation.

PHONICS - Stage 1:

Aspect 2 General Sound Discrimination – Instrumental Sounds:

- Develop awareness of sounds made with instruments
- Listen to and appreciate the difference between sounds made with instruments
- Use a wide vocabulary to talk about instrument sounds

Aspect 3 - Body Percussion:

- Develop awareness of sounds and rhythms
- Distinguish between sounds and remember patterns of sound
- Talk about sounds we make with our bodies and what the sounds mean

Aspect 4 - Explore and celebrate Nursery Rhymes and rhyming stories.

Aspect 5 - 'Drip feed' hearing initial sounds by regularly bouncing or stretching the sounds at the beginning of words and the children's names. Explore alliteration in children's literature.

Key Vocabulary

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

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



In Literacy we will:

Comprehension

- Anticipate favourite sections as the book is shared.
- Process language to locate key features in illustrations.
- Demonstrate joint attention during rhyme time, imitating some actions.

Word Reading

- Hold books independently and accurately, opening to find pages of interest.
- Recognise initial letters in name.

Writing

- Make marks on a range of scales with a range of tools and grip.
- Is starting to give meaning to some of the marks they make.

Key Vocabulary

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

In Physical Development we will:

Gross Motor Skills

- Climb apparatus with alternate feet, using own hands for support.
- Copy most aspects of whole body action rhymes.

Fine Motor Skills

- Choose the right resources to carry out their own play
- Show preference to dominant hand

Squiggle While You Wiggle:

- Practise drawing single lines.
- Practise drawing circles - Round and round then single circles.
- Combining lines and circles for drawing and mark making - following instructions to create specific shapes.

PE Move With Zip Active - Zoom to the Moon Unit

- Agility - jumping, hopping & tiptoeing, bounding, leaping & changing direction with control.
- Balance - static balance & core stability.
- Coordination & control - picking up, aiming & throwing on object accurately, controlling an object with the feet.

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

- Increasingly able to talk about and manage feelings.
- Show respect to my peers by having kind hands, feet, words and hearts (BC)
- Help to keep learning space safe by tidying up and taking care of toys / resources (BC)

Managing Self

- Locate and bring additional resources to activities to achieve a particular goal.
- Remember rules without adult reminders
- Learn to use the toilet with help, and then independently.

Building Relationships

- Become more outgoing with other adults in the setting.
- Develop friendships with other children
- Notice and ask questions about ourselves and others.
- Be polite and say please and thank you (BC)

In Mathematics we will:

Number / Numerical Patterns

- Count within and up to 5 with correspondence.
- Count sets to 5, applying the cardinal principle.
- Compare small sets of objects by processing language "more than" and "fewer than".
- Importance of 1-5.

Shape, Space & Measures

- Use one word informal descriptions of properties of 2D shapes as they observe and play.
- Process language of everyday size during play.
- Process and use positional vocabulary in large scale physical play.
- Sort sets of objects such as building blocks into sets of identical members.

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

In Understanding the World we will:

Past and Present

- Share personal experiences of special events.
- Think about and share ideas linked to past, present and future events in Nursery.

People, Culture and Communities

- Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately.

- Learn about traditions in the UK and why we celebrate or reflect on them

The Natural World

- Make respectful observations of living things.
- Collect particular materials for a purpose.
- Use some very simple adjectives to describe the sensory properties of everyday materials.

Technology

- I can use a range of digital equipment and understand its uses.
- I can explore water play using a range of resources (low technology - water and washing).



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| <p>JIGSAW 2 - Celebrating Differences:</p> <ol style="list-style-type: none"> 1.Knows how it feels to be proud of something they are good at. 2.Can tell you one way they are special and unique. 3.Knows that all families are different. 4.Can tell you how they could make new friends. 5.They can use their words to stand up for themselves. <p>Key Vocabulary Rules, respect, listen, calm, breathing, feeling, family, friends, think, kind</p> | <p>Play dough Thursday-</p> <ul style="list-style-type: none"> • Children to build on number nursery rhymes • Learn to use measure vocabulary and to know it has meaning • To use their PD skills to make a set number • Can they compare <p>Cooking Thursday -</p> <ul style="list-style-type: none"> • To build counting skills through (how many scoops) • Learn that measuring has a purpose • Build vocabulary such as divide the mixture, one more scoop etc <p>Key Vocabulary Subatise, count, compare, size, how many, how much,</p> | <ul style="list-style-type: none"> • I can use simple equipment. • I am interested in technological toys. • I can show skill when making toys work. • I can play with a range of materials to learn cause and effect. <p>Past and Present</p> <ul style="list-style-type: none"> • Think about and share ideas linked to past, present and future events in Nursery. <p>Key Vocabulary Family, baby, history, plant, animal, grow, adult, grandparent TIMELINE - past, present, future, yesterday, today, tomorrow</p> |
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| <p>In Expressive Arts and Design we will:</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Make marks with a wide range of tools and grips. • Explore colour and colour mixing <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Use props, similar to those they represent, appropriately during role play with simple dialogue. • Use small world props in simple stories with some narration. • Move and dance to music. <p>Singing Thursday -</p> <ul style="list-style-type: none"> • Learn to listen and take turns • Follow a beat • Learn songs connected to Christmas • Learn to sing softly/loudly <p>Key Vocabulary Draw, paint, colour, what, explain, sing, song, nursery rhyme, dance, actions, move, pretend</p> | <p>How will we enhance our curriculum with FOREST SCHOOL:</p> <ul style="list-style-type: none"> • Use Autumn treasures to develop understanding of nocturnal animals and seasonal change • To use one handed tools such as hammers to make hedgehogs building their PD skills and risk opportunities • Build house for hedgehog to hibernate • Make marks with a wide range of tools and grips. • Take risks and problem solve • Look at nature books and compare what they see and find • use 'plan - do - review' to develop language skills • Ch take care of themselves and manage feelings and show respect for others and nature <p>Key Vocabulary - size, colour, texture, seasons, weather, festivals, light and dark, songs, build, compare, transport</p> | <p>How will we enhance our continuous provision to extend learning through independent enquiry?</p> <ul style="list-style-type: none"> • Reading area with selection of core texts on display (see Aut 2 texts listed above) • Books that feature nocturnal animals and seasonal change in FS • Extend continuous provision resource shelves with 'weekly hook baskets' in: Playdough and Water areas. • Develop an interactive history display to build on the children's prior learning around personal history and families. Include timeline from baby to elderly. Add to it with ideas from the children. Range of linked texts. Develop a past / present / future timeline to document key events in Nursery. <p>KEY VOCABULARY - Displayed around Nursery to ensure consistency from adults when playing and modelling with the children.</p> |
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| <p>We will involve our families in our learning by:</p> <ul style="list-style-type: none"> • Open communication every morning and afternoon at the Nursery door. • Seesaw - Sharing learning in school, providing ideas for consolidating learning at home, Email facility with parents. • Introduce Nursery Library - consider sharing some good examples on Seesaw to give other families ideas. • Asking families to share info via Seesaw linked to their celebrations and special times. | <p>The strategies to support our most vulnerable learners are:</p> <ul style="list-style-type: none"> • 'Donut Planning' - Use to target speaking and listening skills. • SALT Referrals for: [REDACTED] | <p>Which visits, visitors and experiences will we organise to help secure children's knowledge:</p> <ul style="list-style-type: none"> • Visit to Monkseaton Library? • Stay and Play parent session?? • Trip to Santa's Grotto at the Rising Sun |
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| Autumn 2 - Week | WK 1 - 31.10.22 | WK 2 - 7.11.22 | WK 3 - 14.11.22 | WK 4 - 21.11.22 | WK 5 - 28.11.22 | WK 6 - 5.12.22 | WK 7 - 12.12.22 | WK 8 - 19.12.22 |
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| Theme | Halloween / Guy Fawkes | Nocturnal Animals | Nocturnal Animals | Nocturnal Animals | Christmas | Santa's Grotto Trip / Christmas Enterprise | Nursery Nativity Shows | Christmas Party |
| Text | Meg and Mog | What's Next? | Night Monkey, Day Monkey Ouch FS | Peep Inside Night Time | Nativity Story | | | |
| Details | Halloween Party - Monday Jackson Pollock fireworks | Remembrance Day / National Nursery Rhyme Week / Children in Need | | Van Gogh Starry Night Calendars | Christmas Cards | Trip to Rising Sun Santa's Grotto - Mon 5th | | Wednesday is last day |
| Cooking | R: spaghetti hedgehog toast Ch: cut toast, butter and place spaghetti on top for spikes? | R: poppy iced biscuits | B: spaghetti hedgehog toast Ch: cut toast, butter and place spaghetti on top for spikes? | G: spaghetti hedgehog toast Ch: cut toast, butter and place spaghetti on top for spikes? | R: hedgehog bread Ch to make dough, use scissors to make spikes and raisins for eyes | B: hedgehog bread Ch to make dough, use scissors to make spikes and raisins for eyes | G: hedgehog bread Ch to make dough, use scissors to make spikes and raisins for eyes | |
| Music | G: Ch to go to with AS and learn two xmas songs | G: poppy iced biscuits | R: Ch to go to with AS and learn two xmas songs | B: Ch to go to with AS and learn two xmas songs | G: Ch to go to with AS and learn two xmas songs | R: Ch to go to with AS and learn two xmas songs | B: Ch to go to with AS and sing songs they know | |
| Sensory play dough - maths *sent home as homework | B: Ch to make playdough and roll three hedgehogs. Using scissors to cut spikes. Which is bigger/smaller Maths focus: 3 - big/smaller one more | B: poppy iced biscuits | G: Ch to make playdough and roll three hedgehogs. Using scissors to cut spikes. Which is bigger/smaller Maths focus: 3 - big/smaller one more | R: Ch to make playdough and roll three hedgehogs. Using scissors to cut spikes. Which is bigger/smaller Maths focus: 3 - big/smaller one more | B: Ch to make playdough and roll four small hedgehogs. using matchsticks, can they give each one four spikes? Maths focus: 4 - rote counting, who needs to point? | G: Ch to make playdough and roll four small hedgehogs. using matchsticks, can they give each one four spikes? Maths focus: 4 - rote counting, who needs to point? | R: Ch to make playdough and roll four small hedgehogs. using matchsticks, can they give each one four spikes? Maths focus: 4 - rote counting, who needs to point? | |
| Forest School | Fire pit cooking - chocolate dippy fireworks | Remembrance day leaf poopies - animals that helped us - purple paint | Hedgehogs heads large leaf, conker nose | Hedgehogs using fallen leaves collage Firepit toffee apples | Hedgehogs Hammer and nails | Hedgehogs Hammer and nails | Hedgehog Hammer and nails | |
| Home/School Links | Maths homework: Ch to take home playdough and focus on number three | | Maths homework: Ch to take home playdough and focus on number three | Maths homework: Ch to take home playdough and focus on number three | Maths homework: Ch to take home playdough and focus on number 4 | Maths homework: Ch to take home playdough and focus on number 4 | Maths homework: Ch to take home playdough and focus on number 4 | |
| | Phonics Game: | | | Maths Challenge: Shape Hunt | | | | |



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