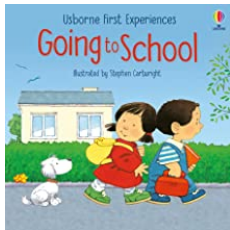
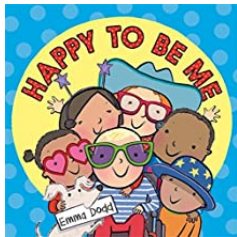


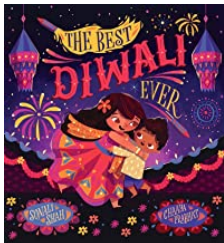

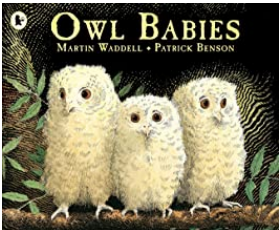
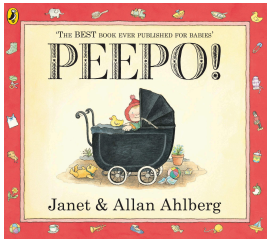

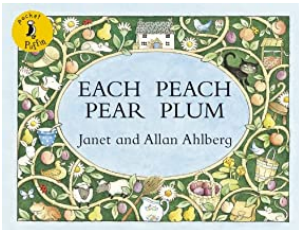
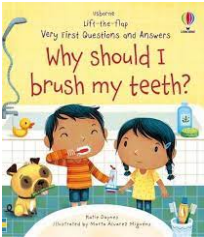



Oswald Road

Nursery Autumn 1 Medium term plan: Magical me!

Themes/Interests/Lines of Enquiry	Settling in	School	School	Me	Families	Families	Festivals
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 	The Great Big Book of Families by Mary Hoffman 	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	Diwali
CL: Listening, attention and understanding / Speaking	Role Play – Home corner - breakfast resources Small World Play – continuous resources Nursery rhymes and action songs Small group and carpet story time Engaging in conversations with adults and friends during play	Role Play – Home corner - breakfast resources Small World Play – continuous resources Nursery rhymes and action songs Small group and carpet story time Engaging in conversations with adults and friends during play	Role Play – Home corner - caring for babies Small World Play - small world town and people Nursery rhymes and action songs Small group and carpet story time Engaging in conversations with adults and friends during play	Role Play – Home corner - caring for babies Small World Play - small world town and people Nursery rhymes and action songs Small group and carpet story time Engaging in conversations with adults and friends during play	Role Play – Home corner - dressing up costumes Small World Play – dolls house and small world people Nursery rhymes and action songs Small group and carpet story time Engaging in conversations with adults and friends during play	Role Play – Home corner - dressing up costumes Small World Play – dolls house and small world people Nursery rhymes and action songs Small group and carpet story time Engaging in conversations with adults and friends during play	Role Play – Home corner - dressing up costumes Small World Play – dolls house and small world people Nursery rhymes and action songs Small group and carpet story time Engaging in conversations with adults and friends during play

Personal, Social & Emotional Development	Class charter – Jigsaw Charter/Rights Respecting Articles	Settling in	Settling in	Settling in	Settling in	Settling in	Settling in
	Behavioural expectations	Talking about feelings using puppets/soft toys	Talking about feelings using puppets/soft toys	Talking about feelings using puppets/soft toys	School values - introduce	Talking about feelings using puppets/soft toys	Talking about feelings using puppets/soft toys
		Exploring setting and different learning areas	Exploring setting and different learning areas	Exploring setting and different learning areas	Talking about feelings using puppets/soft toys	Exploring setting and different learning areas	Exploring setting and different learning areas
		Introducing carpet rules and establishing boundaries	Introducing carpet rules and establishing boundaries	Introducing carpet rules and establishing boundaries	Exploring setting and different learning areas	Following carpet rules and boundaries	Following carpet rules and boundaries
		Playing with a friend / in small groups	Playing with a friend / in small groups	Playing with a friend / in small groups	Introducing carpet rules and establishing boundaries	Playing with a friend / in small groups	Playing with a friend / in small groups
		Create sense of class community	Create sense of class community	Create sense of class community	Playing with a friend / in small groups	Create sense of class community	Create sense of class community
			Jigsaw 1: Being Me in My World	Jigsaw 1: Being Me in My World	Create sense of class community Class charter - 5 Bs	Jigsaw 1: Being Me in My World	Jigsaw 1: Being Me in My World
			Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Jigsaw 1: Being Me in My World	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities
					Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities		
Physical Development: Gross Motor	Fundamental skills with Keiran: Speed, agility and coordination games. Throwing and catching.	Fundamental skills with Keiran: Speed, agility and coordination games. Throwing and catching.	Fundamental skills with Keiran: Speed, agility and coordination games. Throwing and catching.	Fundamental skills with Keiran: Speed, agility and coordination games. Throwing and catching.	Fundamental skills with Keiran: Speed, agility and coordination games. Throwing and catching.	Fundamental skills with Keiran: Speed, agility and coordination games. Throwing and catching.	Fundamental skills with Keiran: Speed, agility and coordination games. Throwing and catching.
	<ul style="list-style-type: none"><li>• To begin to control their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li><li>• To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues.</li><li>• Enjoy starting to kick, throw and catch large balls.</li><li>• Move by walking and running, but be able to change direction to avoid obstacles and other children.</li><li>• Begin to hop.</li><li>• Gradually be able to balance and stand on one leg and begin to be able to 'freeze' their body when the music stops, when playing games.</li><li>• Start taking part in some group activities which they make up for themselves, or in teams.</li><li>• Walk on different parts of their feet; tiptoes, heels.</li><li>• Throw beanbags and balls using an underarm and overarm throw.</li><li>• Roll a ball to a friend and engage in a simple game.</li><li>• To run confidently at different speeds; fast and slow.</li><li>• Walk backwards avoiding obstacles.</li></ul>	<ul style="list-style-type: none"><li>• To begin to control their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li><li>• To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues.</li><li>• Enjoy starting to kick, throw and catch large balls.</li><li>• Move by walking and running, but be able to change direction to avoid obstacles and other children.</li><li>• Begin to hop.</li><li>• Gradually be able to balance and stand on one leg and begin to be able to 'freeze' their body when the music stops, when playing games.</li><li>• Start taking part in some group activities which they make up for themselves, or in teams.</li><li>• Walk on different parts of their feet; 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	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area

<b>Physical Development: Fine Motor</b>	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area
	Fine motor area	Fine motor area	Fine motor area	Fine motor area	Fine motor area - Beads on hair (BHM)	Fine motor area	Fine motor area
	Penpals Letter formation (name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)
	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)
<b>Physical Development: Health</b>	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
<b>Literacy</b>	<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"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <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"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <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"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <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"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <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"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <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"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <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"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <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>

<b>Mathematics</b>	<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>	Consolidation week - revisiting the areas looked at this half term
<b>Understanding the world: Past and present</b>	<p>Family photos</p> <p>Name and describe people who are familiar to them</p> <p>Floorbook</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>	
<b>Understanding of the World: People, Culture &amp; Communities</b>	<p>RE: What makes people special? Christianity, Judaism Lesson 1: Families</p>	<p>RE: What makes people special? Christianity, Judaism Lesson 2: Friends</p>	<p>RE: What makes people special? Christianity, Judaism Lesson 3: Role models</p>	<p>RE: What makes people special? Christianity, Judaism Lesson 4: Jesus</p>	<p>RE: What makes people special? Christianity, Judaism Lesson 5: Jesus contd Harvest festival (Christianity)</p>	<p>RE: What makes people special? Christianity, Judaism Lesson 6: Moses</p>	Halloween
<b>Understanding of the World: World</b>	<p>Investigation area:</p> <p>Science: Senses Body parts Autumn Harvest</p>						
<b>Understanding the World: Technology</b>	<p>Technology Area Ipads Interactive whiteboard</p>	<p>Technology Area Ipads Interactive whiteboard Beebots</p>	<p>Technology Area Ipads Interactive whiteboard</p>	<p>Technology Area Ipads Interactive whiteboard</p>	<p>Technology Area Ipads Interactive whiteboard</p>	<p>Technology Area Ipads Interactive whiteboard</p>	<p>Technology Area Ipads Interactive whiteboard</p>



<b>Expressive Art &amp; Design</b>	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.	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.	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.	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.	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.	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.	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	Art: Drawing and painting portraits	Art: Drawing and painting portraits	Art: Drawing and painting portraits	Art: Drawing and painting families	Art: Drawing and painting families	DT: Food: Halloween biscuit Mechanisms: Wizard/witch/skellleton puppets