

John Bear's Nursery – Medium Term Planning Autumn Term 1 2023

	Wk 4/9/23	Wk 11/9/21	Wk 18/9/21	Wk 25/9/21	Wk 2/10/21	Wk 9/10/21	Wk 16/10/21
PSED	Routines Class rules Introducing staff Getting to know peers	Routines Class rules Getting to know peers/staff Bear paw reward	Asking for a turn/sharing Getting to know peers	Asking for a turn/sharing Using kind hands	Sometimes I feel happy... RE; What does good/bad mean?	Sometimes I feel sad.... RE: Good Samaritan story	Drawing and recognising emotions of sad/happy
CAL	Listening skills – Ears: What do we use to hear with? Listening to stories as a whole class	Rhyme – Crocodile snap Listening skills - Environmental sounds	Rhyme – Crocodile snap Listening skills – Musical sounds	Rhyme – Bendy man Listening skills – Loud and quiet sound differentiation	Rhyme – Bendy man Making sounds - Voice sounds	Rhyme – Two Little Dickie Birds Making sounds – games such as pass the word round the circle	Two Little Dickie Birds Making sounds with our bodies Following 2 part instructions – action game
PD	Handwashing	Safe use of large apparatus – climbing frame slide Arm strength – making large movements Handwashing/Using the toilets (rules – 1 in a toilet/no looking under toilets)	Safe use of large apparatus – tyres & planks Holding a pose – musical statues Changing shoes	Safe use of small apparatus – wooden building blocks Wake up shake up song and action routine Putting on /taking off welly boots	Safe use of small apparatus – scissors Dancing – Explore a style/learn a sequence Handwashing	Explore different tools – how we use them – glue spreader Dancing -recap Drinking – why our bodies need it.	Explore different tools – how we use them – sticky tape Finger strength-finger rhymes Teeth – What do we use them for? How can we keep them clean?

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Literacy		Focus text – The 3 little pigs Find a pencil – what can it do?	Recall focus text Identify what an Author is Recognising their name written down	Setting of focus text Focus on front page – What does it tell us about the story? Alliteration	Characters in focus text Rhyming words Writing a list Name recognition	Main events of focus text Clapping syllables Rhyme	Ending of focus text Alliteration Writing the days of the week
Mathematics		Counting/ordering Pigs 1-3 Number 1	Counting objects 1-3 Number 2	Positional language In/On Number 3	Positional language – Under/behind Ordering 1-3	Patterns – simple repeating pattern red/blue/red/blue Big picture – 1,2,3,4,5 Once I caught a Fish Alive	2D shape names Big picture – 1,2,3,4,5 Once I caught a Fish Alive
UW		Weather	Growing -Planting bulbs for spring Circle time – who is in their family?	Autumnal changes to the local environment Forest School sessions – Introduction to woodland	Autumn plants/trees Forest School sessions – Introduction to woodland	Autumn animals (Hedgehogs/birds) How are we different/how are we the same?	Dentist – What do they do? Children's experiences of visiting dentist. Vist to Nursery from Dentist
EAD	General songs	Song – Wind the bobbin Colours	Song – Wind the bobbin Explore classical piece of music. Listen to Let's be friends -which instruments can we hear?	Song – Tommy thumb Musical instruments – shaky eggs Teach Let's be friends and some Makaton from video	Song – Tommy thumb Autumn colours Sing Let's be friends. Watch meet the musician clarinet video and discuss	Song – 1,2,3,4,5 Once I caught a fish alive Drawing in response to classical music Let's be composers activity	Song – 1,2,3,4,5 Once I caught a fish alive Drawing people with emotions

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<p>PSED</p>	<ul style="list-style-type: none"> • Leuven scale assessment to identify children who need support settling/making friendships. • Adults supporting children to join the play of others and engage in group games. • Role play areas inside and outside to support group play. • Children's learning & development supported and encouraged during play through planning in the moment techniques. • Children are encouraged to be independent in their play choices. Continuous planning provision of resources in the different areas, extended when needed. • Parents now able to add observations and photos via Tapestry • Bear paws reward system - for kindness & helpfulness, class treat when they reach the honey pot. • Thinking/calming down time & Face to Face when incidents happen. • Talk about kind hands, saying no (using our voice and words) & understanding nursery rules & expectations. • Sensory/calming toys used when relevant. 	<p>M</p>	<ul style="list-style-type: none"> • Encourage exploration of mathematical concepts and use of mathematical language when relevant during child initiated play inside and outside. • Number cards in different areas of the room and adults to support use of these. • Maths table with continuous provision including a range of Maths related resources, extended when needed. • Various small and large 3D shaped constructing resources. • Making patterns using 2D shapes/tap tap shapes. • Use of positional language in everyday occurrences such as; "What is the weather like today, look up at the sky?" • Small world play equipment for positional language. • Exploration of measure during water/mud/sand play • Use of measuring scales to weigh objects, eg in cooking/sand/play dough/mud kitchen. • Numicon sets in different areas. • Use of Maths Monkey puppet to introduce Maths focus and concepts during carpet sessions. • Use of Maths Mastery large pictures linked to Nursery rhymes • Maths Mastery ideas for depth exploration of 'Show me'.
<p>C&L</p>	<ul style="list-style-type: none"> • Adult inputs encourage/support turn taking in conversations, encouraged to share their ideas/thoughts related to theme of discussion. • Clear routines and instructions given by adults with visual reminders when relevant. • Visual prompts for routines in relevant areas such as handwashing at sinks. • Adults to model relevant language in all areas of the room, asking open ended questions in relation to children's interests. "I wonder what is happening here..... I wonder what this is.....?" • Word Wizard puppet used for introduction and discussion of new vocabulary that is relevant to current topics and themes of learning. • Children encouraged to share their own personal experiences linked to class/group discussions. • Wellcomm assessment used to highlight any expressive language issues. Assessment and Phonological programme used to identify and support speech sound issues. • Intervention groups for children identified for extra support (WellComm and speech sounds) • Bucket time interventions to develop focus skills. 	<p>UW</p>	<ul style="list-style-type: none"> • Birthday celebration routines. • Explore a range of festivals and cultural customs, especially those of the children in the class. • Carpet time discussions – Encourage children to talk about their own experiences of different things, • Exploration of different roles and jobs within themed role play areas. • Visitors to come to Nursery linked to cohort's interests. • Investigative play with wet & dry sand, water trays, soil, clay, playdough, paint colour mixing, mud kitchen. • Exploration of nature area, bug hunting equipment/identification sheets/ magnifying glasses as part of continuous provision. • Encouraging children to think about natural outdoor habitat/animals that we might find and how to care for them, bird table/hedgehog home/food ect. • Resources to explore different weather such as ribbons/umbrellas. • Various phones/binoculars/keys available for imaginative play. • Share news from home via Tapestry • Forest School sessions – fortnightly for each class.

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PD	<ul style="list-style-type: none"> • Children reminded to walk inside and encouraged to remember why. • Outdoors: Veranda area/Astro turf/Grass/Mounds/ Woodchip/Gravel area • Wooden balancing planks, large tractor tyres for gross motor movements. • Sand and Water tray with resources. • Various equipment always accessible such as varied ball sizes/stilts/bean bags/hoops/quoits. • Pivot and grip assessed and relevant larger equipment made available such as brooms/paint rollers/ribbons outside. Variety of fine motor resources available inside. Adults to observe and support use of these resources when relevant. • Tool use & safety taught through craft area/play dough • Wood work bench – children taught to use tools safely. • Personal hygiene: Personal hygiene rules reinforced with toilet routines & when getting ready for snack time/cooking etc. • Children are encouraged to be as independent as possible with access to welly boots, coats, aprons and dressing up clothes, & supported to attempt to put these on independently and to also return them to correct place. 	EAD	<ul style="list-style-type: none"> • Wall displays – specific display to show children's creations. Various display's linked to current learning. • Continuous access to a variety of creative media: painting area, various paper, pencils, crayons, collage materials, junk boxes, glue, tape, scissors etc. • Construction area with a variety of large and small building blocks. Small construction accessible on main carpet area. • Movement, Music & Dance incorporated into planning. • Music pallet outside • Action songs & rhymes during whole class carpet time, Percussion music sessions. • Welcome and goodbye songs used daily. • Role play: both inside/outside. Regularly changed in response to children's current interests. • Small world continuous provision – various sets/resources available and changed in response to children's use of area/current interests.
L	<ul style="list-style-type: none"> • Letters and sound activities phase one planned for group times • Use of Sound Snake puppet. • Phonic sessions when appropriate introducing new letter sounds. • Identifying rhyme within the stories that we read • Regular story times. Weekly planned 'Book time' in small groups with focus texts repeated each week for half a term. • Whole school half termly traditional tale focus. • Story Sacks library available for children to borrow • Puppet theatre and various puppets. • Reading area with a range of fiction, non-fiction books, magazines, poetry. Books in other areas of the room when relevant. • Children supported to choose a book to take home • Visual prompts for routine and behavior expectations such as open snack time/walking inside • Writing resources available in different areas around the room. • Writing templates in role play areas. • Encourage all children to attempt name writing on drawings. • Mark making with sand, chalk, water, foam, pens & white board, paint etc. 		