

## John Bear's Medium Term Planning - Autumn 2 2023

	Wk 30/10 23	Wk 6/11 23	Wk 13/11 23	Wk 20/11 23	Wk 27/11 23	Wk 4/12 /23	Wk 11/12 23	Wki 18/12/23
<b>PSED</b>	Reminder of our nursery rules especially choose it use it and put it away  Bear paw rewards	Introduce Six R's  Resilient  Being friends – what makes a good friend	Resourceful  Recap Different feelings-link to children celebrating Diwali	Responsible  Working together	Reasoning  Family relationships	Reflective  Self safe - Safe in my family	Respect  Part of a community	Christmas celebrations
<b>C&amp;L</b>	Recall previous rhymes  Listening skills: Listening games on BBC radio	Rhyme: I hear thunder  Watch my sounds - observing lips, teeth and tongue (mirrors)	Rhyme: I hear thunder  Hearing and making initial sounds	Rhyme – Christmas pudding/Father Christmas  Features of sounds e.g. high, low, loud, quiet	Rhyme – Christmas pudding/Father Christmas  Answering 'Why' questions  Developing longer sentences using questioning	Christmas rhymes  Answering 'Why' questions  Developing longer sentences using questioning	Recall previous rhymes  Revisit and talk about familiar books from this term	Recall previous rhymes
<b>PD</b>	Finger strength-dough disco  Safety in the classroom hammering skills	Balancing/holding a pose  Exploring moving in different ways e.g. different animals to music Link to stick man story	Finger strength-dough disco  Healthy choices-activity and exercise	Dancing-explore style and learn a sequence	Arm strength-making large movements	Wrapping a present - recap using scissors and Sellotape  Spreading skill-icing a biscuit	Finger strength-dough disco  Christmas cracker game	Playing party games together
<b>L</b>	Focus text: stick man	Setting of focus text	Characters in focus text	Main events of focus text	The Christmas story	Writing a Christmas	Christmas stories	Christmas stories

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	Reading a book left-to-right, top to bottom, turning pages in order etc,	Name recognition	Rama and Sita story	Retelling a story  S for Stickman	C for Christmas	list/letter to Santa  Rhyming words	Name recognition/ writing	
<b>M</b>	Counting up and counting down-number line  Comparing quantities using more/ fewer	Creating arrangements with 2D shapes (fireworks/rockets)  Counting songs-five little fireworks	Beginning to subitise 1 to 3-play dice game  Show me (maths mastery)	Describing a familiar route (link with stick man journey)  Matching numerals and amounts	Comparing objects by size  Number line games	Recall and sequencing the Christmas story  Finger counting and finger rhymes	Number line games  Positional language-in front and behind	
<b>UW</b>	Forest schools  Different forces they can feel-magnets  Autumn-observing changes	Forest schools  Celebrations: Bonfire night  Firepit?	Forest schools  Exploring Light  Celebrations: Diwali  RE: how do people around the world celebrate Diwali?	Forest schools  Talking about changes and differences	Forest schools  Advent  Celebrations: Christmas  RE: What is Christmas?	Christmas family learning day 7 <sup>th</sup> December  RE: Christmas-how do people at home and around the world celebrate Christmas?	Christmas song performance 14 <sup>th</sup> pm  Visit from the vicar/curate	Christmas song performance 18 <sup>th</sup> am
<b>EAD</b>	Sing up: this is my walking song  Egg shakers/ Claves - playing to the beat	Sing up: this is my walking song  Andrew Goldsworthy  Listen to 'Field trip' the Finding Nemo	Christmas songs: It was on the starry night/ Rudolph the red nosed reindeer  Craft: creating with a stick	Christmas songs: Jingle bells/ Snowflakes  Adding sounds to our stick man story	Practice Christmas songs  Exploring different instruments  Creating headbands	Practice Christmas songs  Christmas craft including icing a biscuit	Christmas performance  Listen to William Tell overture (Rossini)	Christmas performance

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

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

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