

Medium Term Plan – Nursery Class

Starting School – Amazing Me

<u>PSED</u>	<u>Communication and Language</u>	<u>Physical Development</u>
<ul style="list-style-type: none"> • Discuss own feelings and how environments/people can make you feel. • Look at your own face – what do these expressions look like – sad, happy, excited. • Match feelings cards to the correct emotions – exploring emotions. • Begin to make friends and gain in confidence in their new environment. • Can they play in groups without being guided to? Play in home corner with others. • Begin to have confidence in the adults around them • Ask for support or assistance when needed. • Bring in their favourite teddy and say how the teddy makes them feel? • Bring in circle time and discuss rules of the circle and how to respect each other during this process. • Can they understand that they need to take turns with certain items or tasks and allow others to go first? 	<ul style="list-style-type: none"> • What is important to me? • Why being unique is important – link to Elmer • What makes you special? • Listen with intent to stories of “All about Me Books” - can the children pay attention till the end? Can the child discuss what happened in the story – retelling important aspects to show clear understanding. • Can the children follow directions given to them? • Can the children follow simple instructions like, “place your coat on your hook” without being asked to every time? • Can they tidy up and join in with whole class tidy up sessions. • Retell a time when they tried to do something new – could they achieve it or not. • Listen to others in small groups – share info about themselves to get to know each other more. • Talk about why and how they might have blond hair, brown hair, are tall, etc. 	<ul style="list-style-type: none"> • Label parts of my body – ear, shoulder etc. • Fine motor skills – lots of picking up small items with tweezers. • Exploring the outdoor forest environment, can they construct and add to the dens, tie string, cut leaves? • Talk to the children about keeping a healthy body and a healthy mind – try yoga sessions. • Encourage the children to make faces out of everyday objects such as beads, shapes, pebbles and so on. • Draw lines and circles using gross motor movement, in order to represent face and body. • Try to write their own name, possibly family members also. • Can show understanding of when they are tired, rest or play. • Observe the effects of activities on their body – who does their heart rate feel before and after a race?

Value:
Generosity

PSED:
Being me in my world

Growth Mindset:
I can't do it yet

Eco, recycling and Environment:
Save the Earth

Celebrations:
Harvest, Halloween

Literacy

- Can we find/make rhyming words to go with parts of the body? I.e. hair, bare, care. Leg, peg, egg etc.
- Listens to stories about feelings and emotions, and show interest in the images that are either on the page, or that they can imagine from the words being used.
- Do the children show a keen interest in books, handle them carefully? Send special wrapped books home to share with family members at home. Can they draw their favourite part of the story and share this with the rest of the children on return to school?
- Discuss factual books – these can share vital information for us to grow and learn from. Find out amazing facts about the body i.e. Blonds have more hair on their heads than other hair colours.
- Give meaning to marks as they paint. Can they paint a family portrait?
- If they could choose their own family pet to live with them what would it be and why? Would it be a sensible pet or something crazy?

Mathematics

- How tall are they? Can they estimate how tall they could be using building blocks, how many would they need to reach their height.
- Can we predict and order the children correctly from shortest to tallest? Display findings on wall.
- How many letters are in everyone's names? Who has the shortest name/longest in the class?
- How old are they? How old will they be on their next birthday? How old are brothers/sisters/cousins etc. Does this make them older or younger than those around them?
- Can the children produce pictograms of snack choices? Which is the most popular/least popular?
- Can the children use their fingers in order to count an amount of something i.e. how many people live in their home, how many people are in the small group today?
- Explain that objects can be shared and divided up i.e. we have one packet of biscuits but we can all have one, two, three etc.
- Use shapes to make faces.

Understanding the World

- Show interest in people's lives that are familiar to them. What do their parents do for a living? Can they describe what daily tasks this may involve or what the role entails?
- If they could have a job when they are older, what would it be and why? How much money do they think this would earn them?
- What do girls and boys wear to school in different countries? Is it the same or different to them?
- Discuss where we live. Where is this in relation to the rest of England, rest of the world?
- Talk and discuss about the natural things they have found, seen in the outdoor explorer sessions.
- Can the children show care and concern for where we live? How can we look after the people who make up our community? How can we take care of our village and surrounding villages?
- Can the children operate simple technical equipment – each child to take it in turns to turn on the CD player at song or story time?

Expressive Arts and Design

- Can the children join in ring games i.e. "The Farmers in The Den", reflect upon who is in the farmer's family and where they live?
- Sing songs to celebrate who we are.
- Sing songs to celebrate harvest time.
- When creating can the children begin to describe the texture of items such as, ruff paper, soft teddies etc.
- Can the children create and construct their family home out of build blocks.
- Begin to gain in confidence using scissors – are they holding them correctly when cutting out, do they understand that they can be used for a purpose, that we can create an end product with them.
- Can the children use movement to express feelings i.e. stomp around crossly, skip happily etc.
- Can they listen to a piece of music, then express how it makes them feel?
- What is their fav song?
- Provide the children with the time to engage in imaginative role-play in the home corner. Can they reflect how families act towards each other?

