

Autumn term 1 2024  
Foundation Stage – Nursery medium term plan  
Who am I?

The Nursery curriculum has been created to meet the needs of the children at Roskear. When creating our curriculum, we have used our knowledge of the children, the community in which we serve and a variety of relevant documents such as “Development matters” and “Birth to 5”.

**Vocabulary:** Family, friends, love, Kindness, expected and unexpected behaviour, Golden values, GREAT

Area of Learning	Settling days - 5 <sup>th</sup> and 6 <sup>th</sup> Sept  Week 1 and 2- 9 <sup>th</sup> and 16 <sup>th</sup> Sept 2024 Me  Two little dickie birds.	Week 3- 23 <sup>rd</sup> Sept 2024 Family and Friends  Two little dickie birds.	Week 4 - 30 <sup>th</sup> Sept 2024 My senses  5 in the bed / 10 in the bed	Week 5 - 7 <sup>th</sup> Oct 2024 My home and garden  5 in the bed / 10 in the bed	Week 6 - 14 <sup>th</sup> Oct 2024 My pets and favourite animals  5 little speckled frogs Mr Wiggle and Mr Waggle	Week 7 21 <sup>st</sup> Oct 2024 My favourite places to go  5 little speckled frogs Mr Wiggle and Mr Waggle
<b>PSED</b>	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  Promoting friendships.  E.g - Supporting the children in their new Nursery environment.	Play with one or more other children, extending and elaborating play ideas.  E.g - Showing children how to play with resources. Ensuring all children are involved in playing with their friends, supporting them if they are not.	Be increasing independent in meeting their own care needs, e.g - Brushing their teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing.  E.g- Discuss options at breakfast and lunch.  Seek to do things for	Talk about their feelings using words like “Happy” “Sad” “Angry” or “Worried”. Understand gradually how others might be feeling  E.g - Discuss feelings cards and model how sad, happy, scared etc. looks/feels  Discuss positive rules and behaviour at Nursery. What happens if...?	Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  E.g- Model ways to calm yourself down and how the children can do this.	Increasingly follow rules, understanding why they are important. Use photo rules to reinforce making the right choices.  E.g - Circle games - turn taking and listening to our friends.  Talk about favourite things to do at Nursery and the rules we have to follow when doing these.

	Supporting children to play with new / old friends.		themselves - collect a knife and fork, pour water, wash hands with support.			
<b>Global Citizenship Oxfam</b>	<b>Social justice and equity</b> <ul style="list-style-type: none"> <li>• what is fair and unfair</li> <li>• importance of caring and sharing</li> </ul>	<b>Identity and diversity</b> <ul style="list-style-type: none"> <li>• uniqueness and value of every person</li> <li>• similarities and differences between self and others</li> </ul>	<b>Globalisation and interdependence</b> <ul style="list-style-type: none"> <li>• immediate and local environment</li> <li>• simple links with other places (e.g. through food)</li> </ul>			
<b>C&amp;L - plus daily 10min Letters and sounds</b>	Sing a large repertoire of songs.  E.g - Song time every day with the children allowing them to choose the songs we sing. Encourage them to join in with words and actions.	Start a conversation with an adult or a friend and continue it for many turns.  E.g- Open ended questions when speaking to children such as "I wonder what would happen if ...?"	Use longer sentences of four to six words.  E.g- Using a sensory basket, ask the children to explore the items with you. Ask "How do they feel?" expect answers such as "This one is rough". Encourage and promote speech at all times.	Understand 'why' questions - like "Why do you think the caterpillar got so fat?"  E.g - Try what, when, where questions at story and rhyme times. Read the Hungry caterpillar to promote this conversation. Use in other situations to promote this thinking.	Be able to express a point of view and debate when they disagree with an adult or a friend using words or actions.,  E.g - Discuss if the children think the rhyme is fair to all the animals in bed? "Is the Cow to big? "Has the cat got enough room?"	Use talk to organize themselves and their play. "Let's go on a bus ... you sit there ... I'll be the driver."  E.g - Role play Bus/ Car/ Train outside with the children promoting them to take lead when wanting to.
<b>Maths - plus daily 10min carpet maths</b>	Say one number for each item in order: 1,2,3,4,5  E.g - Counting items alongside the children promoting the last number as you do so the	Understand position through words alone - for example- "The bag is under the table" with no pointing.  E.g- Using happy land / train track for the children to talk about under / over.	Compare quantities using language "More than" "Fewer than".  E.g - Small sorting bugs, ask children to compare who has more / less. Count with children to explore this. Ask questions such as "How do we know ... has	Make comparisons between objects, relating to size, length, weight and capacity.  E.g- Using different size wooden blocks for the children to build towers / their	Experiment with their own symbols and marks as well as numerals.  E.g- Use small making bugs game, ask children to record how many	Talk about and explore 2D and 3D shapes.  E.g- Using large / small shapes for the children to explore. "Big" "Small" "Round" "Flat" "Corners".

	children understand the last number is the number of items.		more?" "If I add one more how many do I have?"	houses. Use mathematical language.	legs/ arms/ eyes/ nose their bug has. Have numbers nearby for the children to copy, look at.	
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<b>UW</b>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>E.g- Provide natural environments for the children to explore. Providing sensory play indoors as well for the children to explore.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>E.g- Using the dolls house for the children to explore diversity in today's life. Talk about differences between children in their class.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>E.g- When children are indoors / outdoors, ask the children what they can see, hear, smell. Encourage them to use their senses.</p>	<p>Explore and talk about different forces they can feel.</p> <p>E.g- Using items in water that float / sink. Talk about how the water pushes when you push plastic under. Does it float / sink?</p>	<p>Explore how things work .</p> <p>E.g- Nuts and bolts/ cogs for the children to explore how they work by connecting.</p>	<p>Show an interest in different occupations.</p> <p>E.g- Explore jobs around the world such as "Bus drivers, a vet, an author etc"</p>	
<b>PD</b>	<p>Use one handed tools and equipment, for example making snips in paper with scissors.</p> <p>E.g- Using scissor in playdough for the children to explore one handed tool. Show the children how to use if not sure.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>E.g - Gently encourage correct grip to support control Try chubby pencils and crayons</p>	<p>Use large muscle movements to wave flags and streamers, paint and mark make.</p> <p>E.g - Scarfs at music time for the children to use large muscle movements - follow patterns on screen with scarves.</p>	<p>Be increasing independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>E.g- Encourage children to put their own coats on before going home or outside to play. Give the children time to attempt to zip up own coats/ jumpers etc.</p>	<p>Use one handed tools and equipment, for example making snips in paper with scissors.</p> <p>E.g- Frozen animals in ice with pippets and tweezers for the children to get them out. Use spray bottles to help melt the ice. Talk about science of Ice melting etc.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>E.g- Encourage children to make transport object such as Bus/ Car/ Train. Can they work as team to achieve this.</p>	
<b>EAD</b>  <b>Songs</b> <b>Dance</b> <b>Rhymes</b> <b>(Daily)</b>	<p>Show different emotions in their drawings - happiness, sadness, fear etc.</p> <p>E.g- Children to draw own faces and explore their feelings. Talk with children about their feelings and why they feel his</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>E.g- Free choice of arts / craft items. Talk to the children about what they can do with different items.</p>	<p>Remember and sing entire songs.</p> <p>E.g- At song time, children to sing own their own in front of their friends.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>E.g- Add in natural resources to the kitchen indoors and out for the children</p>	<p>Explore colour and colour mixing.</p> <p>E.g - Mixing colours to make right shades for their fav animals / pets.</p>	<p>Make imaginative and complex "Small worlds" with blocks and construction kits, such as city with different buildings and a park.</p> <p>E.g - Using blocks and different size cars to build own cities and</p>	

	way.			to explore using their imagination and own ideas.		parks. Let children use their imagination.	
<b>Literacy - plus daily 10min Letters and sounds</b>	Engage in extended conversations about stories, learning new vocabulary.  E.g- Read stories about different families to reflect diversity.	Develop their phonological awareness, so they can - Count or clap syllables in a word.  E.g- Clap a friends name with me game. "Clap a friends name with me, name with me, name with me, clap a friends name with me, lets clap "Freddie". Count the syllables.	Understand the five key concepts about print.  E.g- Discuss books, looking at page numbers, authors, the cover. Library visits to promote the use of books and how we look after them.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page, writing "m" for "mummy".  E.g- Add paper into home corner for the children to write shopping lists of what they need.	Develop their phonological awareness, so they can - Miss out words in rhymes for them to fill in.  E.g- Sing animal songs such as "Down in the jungle" leaving out words for the children to fill in. "Down in the ?	Understand the five key concepts about print.  E.g- Talk about examples of different print such as showing danger, a bus stop, a logo for a shop etc.	