

Autumn term 2 2024  
Foundation Stage – Nursery medium term plan  
How will we get there?

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:** boat, bus, tractor, rocket, construction, road, find, sort, rocket.

Area of Learning	Week 1 04.11.24 Cars	Week 2 11.11.24 Bus	Week 3 18.11.24 Boats	Week 4 25.11.24 Planes	Week 5 2.12.24 Rockets	Week 6 9.12.24 Construction	Week 7 16.12.24 Trains
	The whales on the bus	The whales on the bus	Mr Gumpy's Boat	Mr Gumpy's Boat	Whatever next	Whatever next	The storm whale
<b>PSED</b> through other six areas of learning	Develop their sense of responsibility and membership of a community.  E.g - Give children tasks during daily routines such as at tidy up time, encourage them to put things away (Inside and out).	Select and use activities and resources, with help when needed.  E.g - Children to understand they can look at the learning board.	Show more confidence in new social situations.  E.g - Run errands to EYFS classes with an adult	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  E.g Discuss feelings daily with children. Use visuals, pictures of behaviour on board (Expected and unexpected).	Remember rules without needing an adult to remind them.  E.g - Children to be able to solve problems on their own remembering classroom rules.	Be increasingly independent in meeting their own care needs, e.g - Brushing their teeth, using the toilet, washing and drying their hands thoroughly.  E.g - Encourage children in regards to toilet training - ensure to engage parents in this, promoting independence.	Make healthy choices about food, drink, activity and toothbrushing.  E.g- Talk about food/ drink choices. What do you eat for Christmas etc.
<b>C&amp;L</b>  <b>Plus daily Letters</b>	Understand 'why' questions, like: "Why do you think the	Know many rhymes, be able to talk about familiar books	Start a conversation with an adult or a friend and	Be able to express a point of view and to debate when	<i>Sing a large repertoire of songs.</i>  E.g- Sing well	Use talk to organise themselves and their play. "Lets go	Use a wider range of vocabulary.  E.g- When reading

<p><b>and Sounds.</b></p>	<p>caterpillar got so fat?</p> <p>E.g - Whilst reading stories, ask the children questions about the story. Give them time to think and reply (OWL).</p>	<p>and be able to tell a long story.</p> <p>E.g - Share the books in small groups and observe the children retelling the story.</p>	<p>continue it for many turns.</p> <p>E.g - Books about boats Who's sitting, jumping, rowing, waving etc in the boat? <b>(Mr Gumpy's Outing</b> - read and retell).</p>	<p>they disagree with an adult or a friend, using words as well as actions.</p> <p>E.g - Look at non-fiction books about transport and debate which vehicle is best Set up a transport tuff spot to encourage talk - e.g. a railway station using Happyland</p>	<p>known nursery rhymes with the children, encouraging them to all join in. Sing Zoom Zoom Zoom going to the moon.</p>	<p>on a bus ... you sit there ... Ill be the driver".</p> <p>E.g - Using large wooden blocks, crates, planks outside to create their own ideas and thoughts.</p>	<p>/ exploring stories introduce new words such as "Rough" "Wavy" Stroll" "Soft"</p>
<p><b>Maths - plus daily 10min carpet maths</b></p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5.</p> <p>E.g - Roll a dice and add that number of people to the template (Bus, rocket, car etc)</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>E.g - We need 2 fire engines and 2 police cars here and 2 ambulances at the beach</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language:</p> <p>'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>E.g - Shapes for the children to explore. Group work on exploring and</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>E.g - Number vehicles with garage template, matching numbers.</p> <p>Sing 10 little sailing boats....what colour/number will it be?</p> <p>Whiteboards for the children to write their own numbers.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.</p> <p>E.g- Small sorting vehicles for the children to count into bowls.</p>	<p>Understand position through words alone for example "The bag is under the table" with no pointing.</p> <p>E.g- Using a rocket puppet and asking children to place it on top of planet, underneath? Can they place the alien inside? Outside?</p>	<p>Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p>E.g - Patterns with colours e.g. red, green, white Christmas cracker patterns.</p>

			discussing shapes together using language above.				
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<b>UW Geography sticky knowledge</b> Name different methods of transport <b>History Sticky knowledge</b> To name people in their families.	Talk about what they see, using a wide vocabulary.  E.g - Discuss how the different animals on the bus live	Begin to understand the need to respect and care for the natural environment and all living things.  E.g - Look at and name different types of animals. Powerpoint (Twinkl) where animals live.	Talk about the differences between materials and changes they notice.  E.g- Plastic containers in the water tray. Talk about floating and sinking.	Know that there are different countries in the world and talk about about the differences they have experiences of seen in photos.  E.g- Talk about holidays with children. Where have they been? Twinkl powerpoint.	Show interest in different occupations.  E.g - Police, firefighters, paramedics. Use powerpoint on twinkl - talk about what they do. What vehicle do they drive?	Explore how things work.  E.g - Look at boats and other vehicles, how do they work? Do we have to push? Pedal? Pull? Turn?	Continue developing positive attitudes about the differences between people.  E.g - Train track with diverse people. Talk about differences and similarities - "Hair" "Eyes" "Skin colour" etc.
<b>PD - plus daily Healthy Movers</b>	Use one-handed tools and equipment, for example, making snips in paper with scissors.  E.g - Cut wheels for paper plate cars.	Use one-handed tools and equipment, for example, making snips in paper with scissors.  E.g- Choosing, sticking and decorating their own buses. Bus pictures as example.	Use a comfortable grip with good control when holding pens and pencils.  E.g - Counting people onto a boat - children to write the numbers. Can they draw their own boats and some of the animals they joined?	Match their developing physical skills to tasks and activities in the setting. For example: They decide whether to crawl, walk or run across a plank depending on the width.  E.g- Make a obstacle course and cross it like planes. Do they go over? Under? Around?	Collaborate with others to manage large items, such as moving long plank safely, carrying large hollow blocks.  E.g- Making a rocket outside to travel to space. All children to work together.	Show a preference for a dominant hand.  E.g- Rocket lines in a tuff spot for the children to follow with spots / buttons.	Use a comfortable grip with good control when holding pens and pencils.  E.g- Writing their names in their Christmas cards using name cards. Talk about RWI patter with the children.
<b>EAD Tumble Tots Sticky</b>	Explore colour and colour mixing.  E.g- Paint half	Explore different materials freely, to develop their ideas about how to use them and what to	Join different materials and explore different textures.	<i>Remember and sing entire songs.</i>  E.g - Singing nursery rhymes	Explore colour and colour mixing.  E.g - Roll vehicles in paint and roll	Listen with increased attention to sounds.  E.g- BBC sounds - can the children identify	Join different materials and explore different textures.

<b>Kids daily</b>	paper plates and stick on black circle wheels to make buses and cars Sing The wheels on the bus	make.  E.g- Using different shapes to make their own bus picture. Pictures of buses for reference.	E.g- Tuff spots wih different materials and textures - mini beach scene.	<i>for the children to join with.</i>	along paper. What marks do they make / colours?	the sounds they hear? What could it be?	E.g- Making own Christmas crafts - using fabric, glitter, glue, Crete paper.
<b>Literacy - plus daily 10min Letters and sounds</b>	Understand the key five concepts about print.  E.g- Wooden blocks with familiar shops on. Use in small world role play.	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- Shopping lists in the home corner for children to write letters.	Engage in extended conversations about stories, learning new vocabulary.  E.g- Explore different stories and encourage children to recall and retell as much as possible. Talk about old stories such as "Mr.Wiggle and Mr.Waggle and ask them to recall.	Develop their phonological awareness, so that they can - Count or clap syllables in a word.  E.g- When talking to children, clap their names for them to copy.	Develop their phonological awareness, so that they can - recognise words with the same initial sound such as "Money" and "Mother".  E.g- Introduce 1 <sup>st</sup> RWI sounds in small circle times, talk about similar words such as "Mum" "Milk"	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- Clipboards in the construction area for the children to write about their structures they have made.	Write some or all of their name.  E.g- Writing their names in their Christmas cards