

Early Years Foundation Stage Medium Term Plan 3-4 Years Cycle B AUTUMN 2 – Nursery

Theme: Autumn 2 2021	Week 1 1.11.21	Week 2 8.11.21	Week 3 15.11.21	Week 4 22.11.21	Week 5 29.11.21	Week 6 6.12.21	Week 7 13.12.21
Community Heroes							
Focus:	People who help us at home	People who help us at school	People who keep us safe Police/Fire/ Ambulance	People who keep us stay healthy - Doctor	People who help us stay healthy - Dentist	People who help us in the community - post worker Delivery worker Milk deliverer	People who help us in the community Hairdresser/ barber
Our curriculum is responsive to the changing interests and needs of the children.							
Important Dates:	Fireworks Bonfire Night Diwali	Remembrance	Nursery Rhyme Week		St Andrew's day Hanukkah Advent	Pantomime Reception Assembly	Christingle Christmas party Christmas Lunch
Opportunities for Exploring Diversity:	Faith stories Religious festivals and celebrations St Andrew's day						
Books:	Bonfire night Supermum/dad My dad the hero Rama and Sita Non fiction books		Emergency services - Firefighter Ambulance Police	Ouch Daisy the doctor	Going to the dentist Shmelf the Hanukkah Elf	The Jolly Postman Postal workers Milk deliverers	The fairy-tale hairdresser Hair Love I love my hair

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Communication & language	<p>Show & Tell - weekly focus. Children to bring in their favourite book to share</p> <p>Word of the week:</p>	<p>Show & Tell - weekly focus. Children to bring in their favourite book to share</p> <p>Word of the week:</p>	<p>Show & Tell - weekly focus. Children to bring in their favourite book to share</p> <p>Word of the week:</p>	<p>Show & Tell - weekly focus. Children to bring in their favourite toy to share</p> <p>Word of the week:</p>	<p>Show & Tell - weekly focus. Children to bring in their favourite toy to share</p> <p>Word of the week:</p>	<p>Show & Tell - weekly focus. Children to bring in their favourite toy to share</p> <p>Word of the week:</p>	<p>Show & Tell - weekly focus. Children to bring in their favourite toy to share</p> <p>Word of the week:</p>

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Personal, social and emotional development	Making Relationships Self confidence and self awareness	Re establish behaviour expectations so children are aware of boundaries and reasoning behind them Adapt behaviour to different events, social situations and changes in routine. Accept the needs of others and can take turns and share resources, sometimes with support from others. The children learn about the rules of the classroom, school and society Following the Jigsaw curriculum for PSED						
	Managing feelings and behaviour	I understand that I need to exercise to keep my body healthy	I understand how moving and resting are good for my body	I know which foods are healthy and not so healthy and can make healthy eating choices	I know how to help myself go to sleep and understand why sleep is good for me	Know how to be a good friend and enjoy healthy friendships	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	I know what a stranger is and how to stay safe if a stranger approaches me

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Physical Development	Using simple tools and equipment Uses simple tools to effect changes to materials. Saw, reamer, hole punch, stapler, glue gun, scissors, glue spreader, paintbrushes, printing tools,				Wrapping parcels, make envelopes		
	PE Fireworks Dance Let's Move CD or Tchaikovsky's 1812 overture - Handel Dance: Amy	PE Apparatus - 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 its length and width. Dance: Amy		PE Team Games - PE Passport Dance: Amy	PE Team Games - PE Passport Dance: Amy	PE Team Games - PE Passport Dance: Amy	PE Angel/Star Dance for assembly
	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.				Consider the importance looking after our teeth - and good practises in relation to exercise and a healthy diet		
	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.						

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Literacy	Letters and Sounds: Phase 1	Instrumental Sounds To experience and develop awareness of sounds made with instruments and noise makers.	Instrumental Sounds To listen to and appreciate the difference between sounds made with instruments.	Rhythm & Rhyme To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech. To increase awareness of words that rhyme and to develop knowledge about rhyme. To talk about words that rhyme and to produce rhyming words.		Body Percussion To develop awareness of sounds and rhythms. To distinguish between sounds and to remember patterns of sound.		Re-cap of previous learning.
	Reading	Owl Babies Firework Party poem (Razzle Dazzle) Draw a picture of someone who helps us at home, make labels Role Play (classroom)	Tessa the teacher	Fireman Sam Not like that, like this! By Tony Bradman	Miss Polly had a Dolly Funny Bones	My visit to the dentist	Postman Pat The Jolly Christmas Postman Christmas cards and messages Lists of favourite toys (Christmas List)	Menus and shopping lists for party food Special gold and silver pens on little bits of paper

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Maths	<p>Essential foundations for counting - Pattern & Comparisons</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • 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. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 						

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Understanding the world	<p>What kind of jobs have to be done in the home?</p> <p>Who helps you at home?</p> <p>Fireworks Night</p> <p style="color: green;">The children will learn about safety rules related to fireworks and keeping safe in the dark</p>	<p>Interview adults in school about what they do.</p> <p>Show interest in different occupations.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Firefighters Police PCSO to talk about Stranger Awareness</p> <p>Fire Safety - talk about why and how things happen. Why do they wear uniforms? Why do they wear bright colours?</p>	<p>Doctors/Nurses</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Dentists</p> <p>Looking after our teeth - what happens is we eat too much sugar?</p>	<p>Post people Road Safety Bakers Hairdressers Window cleaners</p> <p>Continue developing positive attitudes about the differences between people.</p>		

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Expressive arts and Design	Exploring and using media and materials	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Explore colour and colour-mixing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>						
		<p>MUSIC Sing up - I've got a grumpy face</p> <p>Listen to the music and mark the beat with actions.</p> <p>SONGS: Remember remember/Bonfire party</p>	<p>MUSIC Sing up - I've got a grumpy face</p> <p>Sing with a sense of pitch across a small range of notes.</p> <p>Repertoire of Nursery Rhymes</p>	<p>MUSIC Sing up - I've got a grumpy face</p> <p>Play instruments and use voices to explore feelings and moods.</p> <p>Begin to learn songs for Christmas Assembly.</p>				
		<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>						

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