

Early Years Foundation Stage Medium Term Plan – Nursery 3-4 year olds

Theme: Autumn 1 2021	Week 1 6.9.21	Week 2 13.9.21	Week 3 20.9.21	Week 4 27.9.21	Week 5 4.10.21	Week 6 11.10.21	Week 7 18.10.21
Look at Me	<i>Baseline</i>	<i>Baseline</i>	<i>Baseline</i>	<i>Baseline</i>	<i>Baseline</i>	<i>Baseline</i>	
Focus:	<i>My Name</i> <i>My Face</i> <i>My Body</i> <i>My Family</i> <i>My Pets</i> <i>My Birthday (Wow Day)</i>		Sight	Hearing	Touch	Taste <i>The food I eat</i> <i>Oral Health</i>	Smell
Our curriculum is responsive to the changing interests and needs of the children.							
Important Dates:	Rosh Hashanah (Jewish New Year)					Harvest	
Opportunities for Exploring Diversity:	<i>Making comparisons between ourselves; features, names, our family make up, our heritage</i> <i>Foods from around the world</i> <i>Harvest around the world</i> <i>Rosh Hashanah</i>						
Books:	<i>I Love my Hair</i> <i>Daddy do my hair?</i>	Brown Bear, Brown Bear what can you see? Eric Carle I know a man called Mr Red - poem This Little Puffin Anna's amazing Glasses	Polar Bear, Polar Bear what can you hear? - Eric Carle Walking through the Jungle (PE)			Little Red Hen Tasty Poems - Nick Sharrat Goldilocks and the 3 bears <i>Goldy Luck and the Three Pandas</i>	The Smelly Book - Babette Cole Smelly Socks - Robert Munsch

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Communication and Language	Listening and Attention	How to be a good listener - use visual prompts as a reminder (twinkl or photos of children) Good sitting, keep hands still, look at speaker, hear what is said, think about it Listening games - linked to phonics and senses theme					
	Understanding Speaking	What do we use to hear/ see/ taste/ look/ and smell? Questions relating to Senses theme. Responding to simple instructions, extending to more complex two part instructions Modelling 'how' and 'why' questions through 'Senses' and Chil time. Extending vocabulary of words relating to the Senses - describing sounds, sights, taste, touch and smells. Scaffold children's talk about their learning and experiences. (Week 1,2 baseline assessment)					
Personal, Social and Emotional	Making Relationships	Introducing the indoor and outdoor environment Establishing rules for using resources and areas during Chil - always needs to be adult present, not going outside with out adult, choose it, use it and put it away. Establish rules and routines - lining up, washing hands, listening skills, visual timetables, planning boards Adults to scaffold and model how to make friends, take turns and share, particularly during Chil time.					
	Self confidence and self awareness Managing feelings and behaviour	Circle time: Introducing themselves/ name games/Mr Bear (circle time rules) Set classroom and outdoor rules especially linked to CIL time. Set snack rules and routines	Circle time: My favourite toy is/ I like playing with....	Circle time: What do friends do together?	Circle time: Taking turns with my friends	Circle time: What happens when we have a problem?	Circle time: What do I share with my friends?

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Physical Development	Moving and handling	Baseline assessment - using small tools/pencil grip and making marks	Mark making tools - felt tips, pencils, white board pens Snappy fingers	Using different sized paintbrushes/ fingers to draw large circles and lines	Use glue sticks and spreaders. (Collage)	What are tools used for? Using utensils - knife, fork, spoon	Use scissors. Make snips, cut shapes etc with increasing control and safety (busy fingers?) Mr Potato head ??	Using printing technique - harvest bags
	PE	Exploring space in large hall - shoes and socks Responding to tambourine/music		Travelling in different ways - responding to tambourine/voice to stop and start		Using space safely with benches/mats	Using large balls with increasing control	
	Health and Self Care	Encourage children to appreciate the need for hygiene by supporting them to wear aprons, wash hands properly at appropriate times and use the toilets happily and with confidence. Support children in learning how to change for PE independently and with confidence.						

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Literacy	Letters and Sounds: Phase 1- Aspect 1,2,3	How do we listen visual prompts Listening Walk - Inside and Outside Singing phonics - Sounds around Listening Bag - Singing Phonics	Sound Lotto Socks and Shakers (SP - Hear,Hear) Squeaky door - whole gp (links to Music Express Sound Wall)	Describe it and Find it - SP I hear Music Which Instrument?	Grandmothers Footsteps Matching Sounds Animal Sounds	Super Singers - whole group Follow the Sounds (Copy Cats song) Noisy Neighbour	Words about sounds: Loud/quiet Slow/fast Long/short Type of sound Type of movement The Pied Piper	Revisit games from Aspect 1,2,3 Instrument party
	Singing Songs and Action Rhymes continuing daily and linked with Music and movement/PE							
	Reading	Stories about Nursery We're Going on a Bear Hunt (PE) Baseline assessment: using books/language	Polar Bear, Polar Bear what can you hear? - Eric Carle I know a man called Mr Red - poem This Little Puffin	Brown Bear, Brown Bear what can you see? Eric Carle Walking through the Jungle? (PE)	That's not my Teddy (small groups to describe touch and feel books)	Tasty Poems - Nick Sharrat	The Smelly Book - Babette Cole Smelly Socks - Robert Munsch	Little Red Hen
Writing	Baseline assessment: Are they giving meaning to marks as they draw and paint? Can they write name?	Give meaning to marks - drawing a picture of themselves for their LJ	Ascribe meanings to marks - looking at labels and signs in the environment	Feeling letter shapes in their names - roll and write	Creating a group poem about taste - teacher to scribe	A class smelly book - smells we like and don't like I like to smell.....	Make sentences - I like to eat.....	

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Mathematics	Numbers	Baseline assessment: Look, listen and note use of number lang through play 1:1 matching? Number and quantity? Reciting to 10?	Recite to 10 Knowing that numbers identify how many are in a set. Use small world to make sets and ask children how do we find out how many? (use farm/cars/animals)	Recite to 10 Moving objects to count - 1:1 matching up to 3 objects	Recite to 10 Comparing 2 groups of objects - who has the same
	Shape, space and measures	Baseline assessment: Look, listen and not childrens use of lang to describe shape and position	Using construction - joining pieces together to create enclosures/stacking vertically and horizontally (EAD) Talk about shapes using everyday language - Adult to scaffold/model language through busy fingers activities Model use of positional language - talk about where you are putting pieces		

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Understanding the World	People and Communities	Gaining a sense of belonging to a new group Baseline: Are they talking about family/friends/even ts?	What would it be like with out sight? Blindfold game Do we all look the same?	What would it be like with out hearing? Sign language	Link to the importance of touch for blind people	Does everyone like the same tastes?	Do we all like the same smells?	Celebrating food - look at farming in the community
	The world	Baseline assessment: See ages and stages Mirrors - children to look at themselves Hide and Seek - exploring where to hide big and small objects	Exploring a sound wall Listening games - loud/quiet (links to phonics) Loud/quiet bottles Sound waves guttering	Different textures to touch/walk on - describe feel and sound homemade slime sensory board Fill balloons halfway with items such as water, flour, sugar, beans, beads, and rice.	Taste foods - sweet/salty and plain (porridge?) Crisps/snack a jacks?	Put strong smells inside socks - can children identify smells or match them to pictures?	Making bread - looking at change Wheat - flour - bread	
	Technology	Baseline assessment: Interests in technology and making things work Use of mouse to retrieve information	Using old camera to take pictures	Use clicker to make a sound story Record sounds	Using the IWB - touch screen, tap and drag	Making pictogram/block graph using computer - Taste	Using the mouse to select options - exploring programmes	Kitchen appliances/safety

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Expressive Arts and Design	Exploring and using media and materials	Baseline assessment: Using lines to enclose space and use to represent objects Drawing a picture for LJs	Explore colour - monoprinting tshirts for Mr Red, Mr Blue etc Mixing colours Painting blindfolded Light catcher on acetate or CD Designing glasses for the role play area	Exploring colour using finger painting/brushes Painting to music Making a noisy sculpture (wind chime)	Textured collage - children choose and describe different textures for collage Textured brushes/sponges	Textured painting - adding different materials to paint (rice, porridge, lentils, pasta)	Glue printing textures - sprinkling glitter/sequins on to glue trails or printing with glue using cutters	Printing technique - harvest bags
		Assess use of construction - baseline	Busy Fingers - adult chooses resources to construct, children to initiate own ideas Model use of various construction materials, joining construction pieces together to build and balance. Model construction skills, stacking blocks vertically and horizontally, making enclosures and creating spaces. Link to maths - use of language to describe shapes of everyday objects, positional language, comparative language					
	Being Imaginative	Role Play: Doctors/Opticians - develop and extend with children Need: sight chart/ doctors kits, clothes, prescription pads, pens/pencils, small clip boards, surgery times, teddies/babies to take to doctors. Visit from doctor or nurse? Home Corner (Nursery) food, utensils, plates, cups etc. (colour sets for matching), telephone, message book, lists for shopping,						
	Music: Our Senses - Music Express Create Sound Wall in Nursery and outside - on shed? Music and Movement: Dancing with streamers/ribbons - looking at movement One, Two, Three - Simple Circle game							

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