




# West End Primary School

## Apple Class Medium Term Planning Autumn A 2021 - 2022



Key Books	Themes/Areas of Interest		Celebrations/Events/Visits/Visitors		Class Environment/Learning Areas/Display		
	<b>All About Me/People Who Help Us</b> <ul style="list-style-type: none"><li>• Faces</li><li>• Bodies</li><li>• Emotions</li><li>• Families</li><li>• Jobs</li></ul>				Water Craft Malleable Construction Painting Finger gym Small world Listening centre Maths	Writing/mark making Role play Model/workshop Quiet reading Investigating/exploring Technology Sand Small world Transient art	
Implementation							
	PSED	CAL	PD	LIT	MATHS	UW	EAD
Week 6th- 10th September	<b>Self-Regulation</b>  <i>*Separate from carer with support</i> Support children to leave carers/parents happily  <i>*Use resources with help</i> Establish safe and appropriate use of areas	<b>Listening, Attention &amp; Understanding</b>  <i>*Listen to an adult during an adult led activity</i> Follow simple instructions Listen and respond to questions Provide opportunities for children to talk about themselves	<b>Gross Motor</b>  <i>*Move freely in a range of ways</i> Free access to the outdoor resources Using the climbing frame correctly indoors	<b>Comprehension</b>  <i>*Listen and enjoy sharing books</i> Listening to short stories in a small group	<b>Number</b>  <i>*Handle Numicon tiles</i> Make pictures Introduce Numicon as a chart/registration system	<b>Past &amp; Present</b>  <i>*Talk about the past</i> Talking about what they did during the holidays	<b>Creating With Materials</b>  <i>*Name Primary colours</i> Teaching the names of the primary colours and showing them how to use the paint bottles, aprons and brushes correctly Painting a hand print
	<b>Managing Self</b>  <i>*Can wash/sanitise hands with support</i> Teaching children sanitising & washing routines Supporting the children to access these  <i>*Select activities from those available with adult help</i> Teaching the areas of the nursery and what we do there Supporting those children who find it difficult to select activities  <i>*Can tidy away resources</i> Teach and model	<b>Speaking</b>  <i>*Respond to an adult's conversation</i> Talking to the children generally to build relationships Asking questions about them  <i>*Tells an adult they need the toilet (Also PESD)</i> Teaching children toilet routines Supporting the children to access the toilet	<b>Fine Motor</b>  <i>*Use a large paintbrush</i> Model using a large paintbrush  <i>*Use large tweezers</i> Use tweezers in the finger gym to move/sort to develop fine motor skills by making faces	<b>Word Reading</b>	<b>Shape &amp; Space</b>	<b>People &amp; Communities</b>	<b>Being Imaginative &amp; Expressive</b>  <i>*Act out first hand experiences in role play and small world</i> Playing in the kitchen  <i>*Say a favourite rhyme</i>

	matching objects to a shadow at tidy time  <i><b>*Learn some routines</b></i> Support children to follow classroom rules and routines Teach and support children about the boundaries of the setting						
	<b>Building Relationships</b>  <i><b>*Learn the names of the adults</b></i> Introduce the staff and remind the children of names  <i><b>*Seek adult support to have needs met</b></i> Encourage children to ask if they need support		<b>Visual Discrimination</b>  <i><b>*Recognise their name with pictorial support</b></i> Learn their peg label with a name and picture	Writing	Numerical Patterns	<b>The Natural World</b>  <i><b>*Explore the indoor and outdoor area</b></i> Introduce the areas indoors and outdoors	
<b>Week 2</b> <b>13th- 17th</b> <b>September</b>	<b>Self-Regulation</b>  <i><b>*Separate from carer with support</b></i> Continue to support children to leave carers/parents happily  <i><b>*Choose where to work from a choice</b></i> Introduce area pictures at snack time to select from  <i><b>*Can tidy away resources</b></i> Establish a tidy up routine Support matching objects to a shadow at tidy time	<b>Listening, Attention &amp; Understanding</b>  <i><b>*Listen to adults/children in a small group</b></i>  Listen and respond to stories Provide opportunities for children to use vocabulary based on people and events important to them Repeat 3 body percussion patterns	<b>Gross Motor</b>  <i><b>*Run with wheeled toys</b></i> Free access to the smaller wheeled toys outdoors  <i><b>*Climb steps with alternate feet</b></i> Free access to the indoor climbing frame	<b>Comprehension</b>  <i><b>*Listen and enjoy sharing books</b></i> Listening and respond to 'Once there were Giants'	<b>Number</b>  <i><b>*Handle Numicon tiles</b></i> Introduce Numicon as a chart/registration system  <i><b>*Make a set the same</b></i> Matching a Numicon tile	<b>Past &amp; Present</b>  <i><b>*Talk about and compare pre-school and nursery</b></i> Talk about what they did in Pre-school & what they do now  <i><b>*Identify what they can do now that they couldn't as a baby</b></i> Talk about what babies do  <i><b>*Make sense of their life story</b></i> What can they do now?  <i><b>*Listen and respond to stories about babies</b></i> Listening and respond to 'Once there were Giants'	<b>Creating With Materials</b>  <i><b>*Know how to put on an apron</b></i> Teach the children how to put on aprons and help each other fasten them <i><b>*Use paint</b></i> Provide opportunities to use paints to paint faces  <i><b>*Sculpture- Explore Playdough</b></i> Provide access to playdough  <i><b>*Use the tools</b></i> <b>Ball &amp; Roll the dough</b> Teach how to ball and roll sausages Introduce the equipment  <i><b>*Name various mark making implements</b></i> Teach the names of various implements and what they are used for
	<b>Managing Self</b>  <i><b>*Know the nursery</b></i>	<b>Speaking</b>  <i><b>*Talk about what I am</b></i>	<b>Fine Motor</b>  <i><b>*Roll dough into a</b></i>	Word Reading	<b>Shape &amp; Space</b>  <i><b>*Chooses the right shape</b></i>	<b>People &amp; Communities</b>	<b>Being Imaginative &amp; Expressive</b>

	<p><b>boundaries, rules, sanctions, rewards and routines</b> Learning the Rule 'We listen' (Jenny Mosely story)</p> <p><b>*Select activities from those available with adult help</b> Adults to work in areas to establish firm boundaries and learning intentions</p> <p><b>*Learn some routines</b> Support children to follow classroom rules and routines Teach and support children about the boundaries of the setting</p>	<p><b>doing</b> Staff talking to children about the activities they are engaged in and what they intend to do</p> <p><b>*Know a few simple songs</b> Singing Nursery Rhymes Learning Head, Shoulders Knees and Toes</p>	<p><b>ball/sausage</b> Provide play-dough to make representations of faces Model rolling a ball and sausage</p> <p><b>*Hold scissors</b> Teach correct scissor hold</p> <p><b>*Stack 10 blocks</b> Adult modelling and intervention in the construction area</p>		<p><b>for a task</b> Using 3D construction shapes Matching Numicon tiles to picture boards</p>		<p><b>*Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</b> Singing Nursery Rhymes *Listen to environmental sounds (Phonics)</p> <p><b>*Act out first hand experiences in role play and small world</b> Dolls House - Provide small world resources linked to people and families</p>
	<p><b>Building Relationships</b></p> <p><b>*Learn the names of new children</b> Children to introduce and use names at snack and group times</p>		<p><b>Visual Discrimination</b></p> <p><b>*Recognise their name with pictorial support</b> Introduce self-registration with an apple picture</p>	<p><b>Writing</b></p> <p>Phase 1 Phonics Focus Aspects 1 <b>*Discrimination between general environmental sounds</b> Listen to and identify outdoor sounds Listen to and identify indoor sounds Use drumsticks (stroke, beat, tap) to make different sounds</p>	<p><b>Numerical Patterns</b></p> <p><b>*Understand the concept of the same</b></p> <p><b>*Copying and AB pattern</b> Using coloured figures complete and copy an AB pattern</p> <p><b>*Counting a regular arrangement up to 3</b> Regular counting Know that the last number is 'how many'</p>	<p><b>The Natural World</b></p> <p><b>*Respect and care for the environment</b> Learning to use the areas indoors and outdoors with care Tidying up carefully</p>	
<b>Week 3 20th- 24th September</b>	<p><b>Self-Regulation</b></p> <p><b>*Know the children belong in their group/class</b> Support children to seek out others to play Remind the children of their names</p> <p><b>*Wait if an area is full</b> Teach and support children to share and turn take when using resources – give strategies</p>	<p><b>Listening, Attention &amp; Understanding</b></p> <p><b>*Understand a question with two parts like "Can you get your coat and wait by the door please?"</b> Giving general 2 part instructions and repeating them</p> <p><b>*Learn vocabulary linked to themselves</b> Naming body parts</p>	<p><b>Gross Motor</b></p> <p><b>*Ride trikes</b> Introduce pedal trikes Teach pedalling</p>	<p><b>Comprehension</b></p> <p><b>*Listen and enjoy sharing books</b> Listening and respond to 'Bye Bye Baby' Answer questions about the story – who, where</p>	<p><b>Number</b></p> <p><b>*Recognise numerals of personal significance</b> Talk about how old they are. Staff to show the numeral to match</p> <p><b>*Recognise Numicon tiles</b> Introduce Numicon shapes into all areas</p>	<p><b>Past &amp; Present</b></p> <p><b>Significant people</b> <b>*Name who lives in their house</b> Talking about who lives in their house</p>	<p><b>Creating With Materials</b></p> <p><b>*Know how to glue (Pritt&amp;PVA)</b> <b>*Know how to replace the lid</b> Making a collage of their face using wool, felt etc.</p> <p><b>*Copy a cross (+) and circle</b></p> <p><b>*Using costumes to support role play</b> (Home &amp; Clinic)</p>

	<b>Managing Self</b>  <i><b>*Know the nursery boundaries, rules, sanctions, rewards and routines</b></i> Learning the Rule 'We are gentle' (Jenny Mosely story)  <i><b>*Select activities from those available with adult help</b></i> Adults to work in areas to establish firm boundaries and learning intentions  <i><b>*Learn some routines</b></i> Support children to follow classroom rules and routines Teach and support children about the boundaries of the setting  <i><b>*Be able to line up and queue</b></i> Teach lining up for the garden	<b>Speaking</b>  <i><b>*Answer a register with good morning/good afternoon</b></i> Take the register and model good morning and good afternoon  <i><b>*Learn vocabulary linked to themselves</b></i> Family vocabulary  <i><b>*Tells an adult if hungry/tired</b></i> Encourage children to use their words if they need something	<b>Fine Motor</b>  <i><b>*Snip with scissors</b></i> Provide pictures of babies from catalogues Support hold and model snip  <i><b>*Copy a cross (+) and circle</b></i> <i><b>*Draw a person with a head and legs</b></i> Model drawing a face using a circle Tracing opportunities  Threading beads to make a pattern	<b>Word Reading</b>  <i><b>*Clap name syllables</b></i> Clapping name for the register	<b>Shape &amp; Space</b>  <i><b>*Name square, circle, triangle, rectangle</b></i> Sorting shapes Naming them Matching them	<b>People &amp; Communities</b>  <i><b>*Identify roles and occupations in the nursery</b></i> Talk about the staff the children come into contact with – what is their job	<b>Being Imaginative &amp; Expressive</b>  <i><b>*Listen to environmental sounds (Phonics)</b></i>  <i><b>*Explore musical instruments</b></i> Free exploration of instruments in the music area  <i><b>*Act out first hand experiences in role play and small world</b></i> Dolls House - Provide small world resources linked to people and families
	<b>Building Relationships</b>  <i><b>*Talk to children in play</b></i> Staff talking to children about the activities they are engaged in		<b>Visual Discrimination</b>  <i><b>*Recognise their name</b></i> Match the letters to their name	<b>Writing</b>  Phase 1 Phonics Focus Aspects 1 <i><b>*Discrimination between general environmental sounds</b></i> Use voice to sing at different volumes I can make the correct animal noise from a set of clues Identify the sounds in a sounds lotto game	<b>Numerical Patterns</b>  <i><b>*Continue an AB pattern</b></i> Making 2 colour patterns with pegs, beads, bobbins  <i><b>*1:1 counting to 5</b></i> Counting the children in Nursery Counting items as we tidy  <i><b>*Sort items by colour</b></i> Sorting coloured people into coloured plates	<b>The Natural World</b>  <i><b>*Talk about what they see and experience</b></i> Using senses – feeling the sensory hands	
<b>Week 4</b> <b>27th</b> <b>September</b> <b>- 1st October</b>	<b>Self-Regulation</b>  As Above  <i><b>*Know the areas in the nursery and what we do there</b></i> Adults to work in areas to establish firm boundaries and learning intentions	<b>Listening, Attention &amp; Understanding</b>  <i><b>*Identify familiar objects and properties for practitioners when they are described. For example: 'blue car', 'shiny apple'</b></i> Staff to ask children to	<b>Gross Motor</b>  <i><b>*Negotiate obstacles/corners</b></i> Playing chasing games General garden play  <i><b>*Move freely in a range of ways</b></i> Hop and jump over low	<b>Comprehension</b>  <i><b>*Listen and enjoy sharing books</b></i> Listening and respond to 'Peepo' Answer questions about the story – who, where  <i><b>*Talk about key features</b></i>	<b>Number</b>  <i><b>*Recognise numbers of significance</b></i> Numbered hands, feet etc. Making numbers with playdough boards	<b>Past &amp; Present</b>  <i><b>*Talk about then and now</b></i> Discuss similarities and differences between homes (Peepo)  Discuss similarities and differences between	<b>Creating With Materials</b>  <i><b>*Know how to glue (Pritt) and attach with tape (Sellotape)</b></i>  <i><b>*Make simple models which express their ideas</b></i> <i><b>*Exploring available resources</b></i>

	Establish safe and appropriate use of areas  <b><i>*To engage in an activity with an adult</i></b> Kim's Game with 4 items	bring an item	obstacles	<b><i>of a familiar story</i></b> Re-reading 'Once There Were Giants' and discussing Asking questions		homes (All Aboard Non-fiction level 2)	<b><i>*Colour in a picture</i></b> Colour a face
	<b>Managing Self</b>  <b><i>*Know the nursery boundaries, rules, sanctions, rewards and routines</i></b> Learning the Rule 'We look after property' (Jenny Mosely story)  <b><i>*Eat using a spoon and fork</i></b> Model and encourage how to use a fork to spear food and scoop food	<b>Speaking</b>  <b><i>*Know a few simple songs</i></b> Learning Head, Shoulders, Knees and Toes If you're Happy and You Know It  <b><i>*Repeat 3 body percussion patterns</i></b> Making 3 patterns for children to copy – pat head, clap hands, pat knees etc.	<b>Fine Motor</b>  <b><i>*Use a spoon and fork</i></b> Model and encourage how to use a fork to spear food and scoop food  Cut with scissors – v shape	<b>Word Reading</b>  <b><i>*Discrimination between general environmental sounds</i></b> Playing 'If your name starts with...'	<b>Shape &amp; Space</b>  <b><i>*Use 2D shapes in activities</i></b> Make a face with shapes	<b>People &amp; Communities</b>  <b><i>*Talk about extended family members</i></b>  <b><i>*Begin to make connections between the features of their family and other families</i></b>  <b><i>*Compare ourselves to our friends – what is the same/different</i></b>  <b><i>*Know it is ok to be different</i></b> Discussing who lives in their house and sharing experiences of families	<b>Being Imaginative &amp; Expressive</b>  <b><i>*Listen to environmental sounds (Phonics)</i></b> <b><i>*Learn simple songs (body)</i></b> Learning Head, Shoulders, Knees and Toes If you're Happy and You Know It  <b><i>*Act out first hand experiences in role play and small world</i></b> Dolls House - Provide small world resources linked to people and families  <b><i>*Pretend without an object</i></b> Staff to model this in play
	<b>Building Relationships</b>  <b><i>*Seek out others for play</i></b> Adults to support those children who have yet to establish relationships		<b>Visual Discrimination</b>  <b><i>*Recognise something when only shown part of the object</i></b> Playing What's in the Bag	<b>Writing</b>  Phase 1 Phonics Focus Aspects 1 <b><i>*Discrimination between general environmental sounds</i></b> Identify sounds made behind a screen (keys, bells) Give others a set of clues to guess an animal Guess what is inside the container by the sound it makes	<b>Numerical Patterns</b>  <b><i>*Counting 1:1 to 5</i></b> Counting body parts. Eyes, nose, arms, fingers, toes. <b><i>*Counting an irregular arrangement up to 5</i></b> Regular counting  <b><i>*Copying an AB pattern</i></b> Making 2 colour patterns with pegs, beads, bobbins Introduce the vocabulary AB, repeating etc.	<b>The Natural World</b>  <b><i>*Understand the life cycle of a human</i></b> Re-reading 'Once There Were Giants' and discussing	
<b>Week 5</b> <b>4<sup>th</sup> - 8<sup>th</sup></b> <b>October</b>  <b>People Who Help Us</b>	<b>Self-Regulation</b>  As Above  <b><i>*Know we are part of a family and community</i></b> Looking at pictures of our community Discuss our local area	<b>Listening, Attention &amp; Understanding</b>  <b><i>*Learn vocabulary linked to healthcare professionals</i></b> Doctors, Nurses, Paramedics, Dentist, Appointments, check-ups,	<b>Gross Motor</b>  <b><i>* Use large muscle movements to wave flags and streamers, paint and make marks</i></b> Use writing ribbons to make zig zag shapes	<b>Comprehension</b>  <b><i>*Develop an awareness of information books</i></b> Look at information books about people who help us Model how to use the contents page 'Paramedic'	<b>Number</b>  <b><i>*Make a set of items to match another (within 3)</i></b> Matching blue light pompoms onto ambulances	<b>Past &amp; Present</b>  <b><i>*Know things have changed over time</i></b> Compare pictures of ambulances in the past and compare to now	<b>Creating With Materials</b>  <b><i>*Know how to stick tape on the table</i></b> <b><i>*Explore using pritt stick &amp; tape</i></b> Staff teaching skill of sticking wide tape on the table to cut

People who look after our health-doctors, nurses, dentist, Ambulance		healthy etc.		'Toothbrushing '  <b>*Say who was in the story (character)</b> Reading and discussing stories about people who help us 'Daisy the Doctor'			Teach using the sellotape dispenser carefully  <b>*Draw a person with a head and 2 features (eyes &amp; mouth)</b> Draw a picture of a healthcare professional Family member  <b>*Use available role play resources to recreate experiences</b> Independent dressing up in people who help us costumes
	<b>Managing Self</b>  <b>*Know the nursery boundaries, rules, sanctions, rewards and routines</b> Learning the Rule 'We are kind and helpful' (Jenny Mosely story)  <b>*Know about people in the community who keep us safe/healthy – Dentist, Police etc.</b> Identify the following people who care for us in the community- doctors, nurses, dentists, ambulance drivers, paramedics Discuss how these people look after our well being Discuss their roles  <b>*Know how to brush teeth</b> Finger gym activities – toothbrushes Discuss care for teeth	<b>Speaking</b>  <b>*Use plurals</b> Staff assess through talk and target to correct  <b>* Respond to an adult's question</b> Talk about their experiences of healthcare when asked a question  <b>*Know a few simple songs</b> Learning 'Miss Polly had a Dolly'	<b>Fine Motor</b>  <b>*Hold a pencil between 2 fingers and thumb</b> Teaching a 'nippy' tripod grip Opportunities to trace/draw  <b>*Draw a person with a head and 2 features (eyes &amp; mouth)</b> Draw a picture of a healthcare professional  <b>*Hold scissors and cut on a line</b> Cutting out people who help us pictures	<b>Word Reading</b>  <b>*Know that signs have meaning</b> Adults to read signs and model reading them to the children in the hospital role play area and around the nursery	<b>Shape &amp; Space</b>  <b>*Begin to use words like "round" and "straight" when talking about the shapes</b> Making pictures with shapes	<b>People &amp; Communities</b>  <b>*Know our school is in Bedlington</b> Discuss Bedlington – and the healthcare resources we have Know that all communities have available healthcare resources  <b>*Identify roles and occupations in the community</b> Discussing the healthcare professional roles Reading non-fiction & story books Role Play in the Hospital	<b>Being Imaginative &amp; Expressive</b>  <b>*Explore musical instruments</b> Free Exploration Which instrument can you hear?  <b>*Start to develop pretend play, pretending that one object represents another</b> Role Play in the hospital & the home Dolls house Fire station Happyland characters
	<b>Building Relationships</b>  <b>*Seek out others for play</b> Adults to support those children who have yet to establish relationships		<b>Visual Discrimination</b>  <b>*Find and point out pictures from a book</b> Identify and point to pictures in the non-fiction/story books	<b>Writing</b>  <b>*Give meaning to marks</b> Staff modelling how to write – prescriptions, appointments etc Opportunities for children to engage with this	<b>Numerical Patterns</b>  <b>*Count by rote within 10</b> Daily counting the children in the nursery Counting songs '1,2,3,4,5 ...'	<b>The Natural World</b>  <b>*Talk about what they see and experience</b> Making patterns with natural materials	

				Phase 1 aspect 2 – musical instruments <b>*Discriminate between musical instruments sounds</b> Identify and name the instruments being played Remember and repeat a rhythm Discriminate and copy loud and quiet sounds	<b>*Count back from 3</b> Playing jumping games 3,2,1 go		
<b>Week 6</b> <b>11<sup>th</sup> - 15<sup>th</sup></b> <b>October</b>  <b>People who keep us safe- police, fire, road safety</b>	<b>Self-Regulation</b>  <b>As Above</b>  <b>Feelings</b> <b>*Know the names of feelings</b> <b>*Know we all feel sad, happy, angry etc at times</b> Reading stories – we all feel sad/angry Talking about what we can do	<b>Listening, Attention &amp; Understanding</b>  <b>* Respond to an adult's question</b> <b>*Ask a question with support</b> Talking to Police officer	<b>Gross Motor</b>  <b>* Use large muscle movements to wave flags and streamers, paint and make marks</b> Use writing ribbons to make anti-clockwise circles  <b>*Negotiate obstacles</b> Multiskills Ladders for outdoor play Mock housefire outside/hoses	<b>Comprehension</b>  <b>*Say where they were (setting)</b> Reading Fireman Sam Answering questions with a focus on the setting Looking at books about people who help us  <b>*Discrimination between general environmental sounds</b> Playing 'If your name starts with... '	<b>Number</b>  <b>*Recognise numerals of personal significance</b> Numerals on police hats Numerals on firefighters	<b>Past &amp; Present</b>  <b>*Know things have changed over time</b> Compare pictures of police in the past and compare to now. Discuss uniforms etc.	<b>Creating With Materials</b>  <b>*Explore resources Available</b>  <b>*Use their imagination as they consider what they can do with different materials</b> Staff support in the workshop area to help with ideas and creations
	<b>Managing Self</b>  <b>*Know the nursery boundaries, rules, sanctions, rewards and routines</b> Learning the Rule 'We are honest' (Jenny Mosely story)	<b>Speaking</b>  <b>*Ask what, who, where questions</b> Talking to Police officer Asking a question, adults to scaffold/support	<b>Fine Motor</b>  <b>*Develop finger muscles</b> Tuff spot with plastic flames, water squeezezy pots  <b>*Trace zig zag patterns</b> Explore foam, making zig zag patterns  <b>*Hold a large paintbrush correctly</b> <b>*Use a hand drill correctly</b> Staff modelling correct hold and use	<b>Word Reading</b>  <b>*Blend compound words (snow-man)</b> Policeman Fireman etc	<b>Shape &amp; Space</b>  <b>*Understand and use comparative language tall/short</b> Sort tall and short ladders Use language in play  <b>*Use 2D shapes in activities</b> Making a shape fire engine	<b>People &amp; Communities</b>  <b>*Identify roles and occupations in the community</b> Discussing the safety professional roles Reading non-fiction & story books Talk about jobs police do Role Play in the garden Trying on the costumes	<b>Being Imaginative &amp; Expressive</b>  <b>*Learn instrument names</b> Teaching the names of the instruments  <b>*Substitute an object in role play</b> Adult modelling the use of alternatives to a hose pipe  <b>*Learn some simple songs</b> Fire engine song
	<b>Building Relationships</b>		<b>Visual Discrimination</b>	<b>Writing</b>  <b>*Ascribe meaning to marks when drawing and painting</b>  Phase 1 Aspect 2 – musical instruments <b>*Discriminate between</b>	<b>Numerical Patterns</b>  <b>*Count by rote within 10</b> Daily counting the children in the nursery Counting songs '1,2,3,4,5 ...'  <b>*Count back from 3</b>	<b>The Natural World</b>  <b>*Talk about what they see and experience</b> Talk about ways firemen put fires – not always water Exploring foam	

				<b>musical instruments sounds</b> Stop and start playing my instrument at a signal Pplay an instrument to describe an action (fairy footsteps)	Playing jumping games 3,2,1 go		
<b>Week 7</b> <b>18<sup>th</sup> – 22<sup>nd</sup></b> <b>October</b>  <b>Autumn</b>	<b>Self-Regulation</b>  <b>As Above</b>  <b>*Wait my turn with adult support</b> Playing simple turn taking games – snap Playing Kim’s Game with 4 autumn items	<b>Listening, Attention &amp; Understanding</b>  <b>*Learn vocabulary linked to Autumn/Seasons</b> Provide opportunities for children to use vocabulary linked to Autumn, seasons– colours, weather, hibernation	<b>Gross Motor</b>  <b>*Hold a simple body shape in yoga</b> Autumn Yoga cards	<b>Comprehension</b>  <b>*Listen and enjoy sharing books</b> <b>*Talk about key features of a familiar story</b> <b>*Say who was in the story (character)</b> <b>*Say where they were (setting)</b>  Discussing stories linked to Autumn ‘Percy the Park Keeper’ ‘Titus Bear’s Autumn’	<b>Number</b>  <b>*Recognise numerals of personal significance</b> Numbered Autumn leaves	<b>Past &amp; Present</b>	<b>Creating With Materials</b>  <b>*Explore mixing colours</b>  <b>*Natural materials- Explore pattern and texture</b> Explore collections of conkers, leaves etc Making AB patterns with these
	<b>Managing Self</b>  <b>*Know the nursery boundaries, rules, sanctions, rewards and routines</b> Learning the Rule ‘We work hard’ (Jenny Mosely story)	<b>Speaking</b>  <b>* Use consonants correctly (k/c, g, f, s and y) in my consonant range</b> Staff to assess during speech and support to correct	<b>Fine Motor</b>  <b>*Hold scissors</b> <b>*Snip with scissors</b> Cutting leaves  <b>*Hold a pencil between 2 fingers and thumb</b> <b>*Trace zig zag patterns</b> Tracing handwriting patterns on leaves Tracing cards	<b>Word Reading</b>  <b>*Recognising their name</b> Recognising their name from their name card Name card games	<b>Shape &amp; Space</b>  <b>*Begin to use words like “round” and “straight” when talking about the shapes</b> Making pictures with shapes	<b>People &amp; Communities</b>	<b>Being Imaginative &amp; Expressive</b>  <b>*Know how to print</b> Making leaf prints Vegetable Prints Rolling conkers in paint  <b>*Responding to Music</b>
	<b>Building Relationships</b>		<b>Visual Discrimination</b>  <b>*Recognise their name</b> Match the letters to their name	<b>Writing</b>  Phase 1 Aspect 2 – musical instruments <b>*Discriminate between musical instruments sounds</b> Perform a short instrumental piece for others Play an instrument to match the sound an animal might make	<b>Numerical Patterns</b>  <b>*Notice patterns around them</b> Staff to point out different patterns in the environment  <b>*Making an AB pattern</b> Making AB patterns with autumn collection of items  <b>*Count with 1:1 correspondence within 3</b> Counting leaves Conkers	<b>The Natural World</b>  <b>*Sort materials (float/sink)</b> <b>*Talk about what they see and experience</b> Explore collections of autumn/natural resources Teach concept of float & sink Do they float or sink?/Sort Identifying signs of Autumn outdoors	