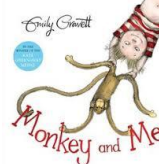
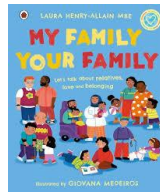


## Nursery Medium Term Plan AUTUMN 1 2023/24

Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Planning around quality text. (Two per term) To be chosen following children's interests?	Monkey and Me 		My Family, Your Family 		These Feelings	
<b>ADDITIONAL TEXTS.</b> Enjoyment for reading - quality fiction and nonfiction. 3 Books Rhymes a day text.	<ul style="list-style-type: none"><li>• Be You</li><li>• Big Feelings</li><li>• The Roar</li><li>• Big Bag of Feelings</li><li>• Children of the World</li><li>• All Are Welcome</li><li>• The Skin You Live In</li></ul>					
Links to previous learning.	N/A					
Enrichment, trips and visitors.						
Role play indoors and outdoors.	<ul style="list-style-type: none"><li>• Home Corner</li><li>• Small World/Real World Play</li></ul>					
Prime Areas						
PSE	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.  Develop their sense of responsibility and membership of a community.					
C&L	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.					

<b>PD</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. 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.
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## Specific Areas

<b>Literacy</b>	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing
<b>Maths</b>	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 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.
<b>UW</b>	Begin to make sense of their own life-story and family's history.
<b>EAD</b>	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
<b>PHONICS</b>	All begin Phase 1