



Nursery 2s Medium Term Planning

Term – Autumn 1 2023

| Key Vocabulary | Key Texts | | Rhymes | Events |
|--|---|-------------------------|--|---|
| My family, me, Mam, Dad, brother, sister, nana, grandad, house, street, Ryhope, body, move, jump, hop, skip, walk, run. | Nobot the Robot Nobot the Robot's new bottom You Choose From Head to Toe | Me and my family | <ul style="list-style-type: none"> • Tommy Thumb • If you're happy and you know it. • Wind the bobbin up • Teddy Bear Teddy Bear | A wish upon a star / dandelion wishes – parent involvement |

During this half term, children will be encouraged to

| Communication and Language | Physical Development | Personal, Social and Emotional Development |
|---|---|--|
| <p>Listening and Attention</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus <p>Understanding</p> <ul style="list-style-type: none"> • Identifies action words by following simple instructions, e.g. <i>Show me jumping</i> • Beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i> • Understands who, what, where in simple questions (e.g. <i>Who's that? What's that? Where is?</i>) • Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>) <p>Speaking</p> <ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. <i>what, where, who</i>) • Uses longer sentences (e.g. <i>Mummy gonna work</i>) • Beginning to use word endings (e.g. <i>going, cats</i>) • Talk more extensively about things that are of particular importance to them • Build up vocabulary that reflects the breadth of their experiences • Use talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i> | <p>Gross</p> <ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride <p>Fine</p> <ul style="list-style-type: none"> • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers | <p>Making Relationships</p> <p>Range 4</p> <ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest <p>Sense of Self</p> <ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for <p>Understanding Emotions</p> <p>Range 4</p> <ul style="list-style-type: none"> • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows |

| Literacy | Maths | Understanding the World | Expressive Arts and Design |
|--|---|---|--|
| <p>Reading</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a...</i> • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes <p>Writing</p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. | <p>Comparison</p> <ul style="list-style-type: none"> • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting • Begins to say numbers in order, some of which are in the right order (ordinality) • Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away <p>Shape</p> <ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions <p>Pattern</p> <ul style="list-style-type: none"> • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines <p>Measures</p> <ul style="list-style-type: none"> • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time | <p>Range 4</p> <p>People and Communities</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, other <p>The World</p> <ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on firsthand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake <p>Technology</p> <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Plays with water to investigate "low technology" such as washing and cleaning • Uses pipes, funnels and other tools to carry/ transport water from one place to another | <p>Creating with materials</p> <p>Range 4</p> <ul style="list-style-type: none"> • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas <p>Being imaginative and expressive</p> <p>Range 4</p> <ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i> • Creates rhythmic sounds and movements |

Activities and Experiences that we plan to offer to the children are

| Week | Key Text and rhymes | Events | |
|--------------------------------|---------------------|--------------|--|
| Week 1 4 th Sep | | Monday inset | |
| Week 2 11 th Sep | | | |
| Week 3 18 th | | | |
| Week 4 25 th | | | |
| Week 5 2 nd | | | |
| Week 6 9 th | | | |
| Week 7 16 th | | | |

