

Nursery Medium Term Plan:

Celebrating Me

Term: Autumn 2 2019

	16-26 months	22-36 months	30-50 months	40-60months
PSED	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Expresses own preferences and interests • Shows understanding and cooperates with some boundaries and routines • Starting to join in others play 	<ul style="list-style-type: none"> • Shows confidence in asking adults for help • Knows that some actions and words can hurt other feelings • Extend and elaborate play ideas 	<ul style="list-style-type: none"> • Confident to speak to others about wants and interests • Aware of boundaries set • Takes account of what others say
CLL	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. • Developing understanding of simple concepts • Uses gesture with sometimes limited talk 	<ul style="list-style-type: none"> • Listens to stories with increasing recall and joins in with repeated refrains • Responds to simple instructions • Uses talk to connect ideas, explain what is happening and anticipate what might happen next 	<ul style="list-style-type: none"> • Concentrates and sits quietly during appropriate activity • Understands humour • Use language to imagine
PD	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Squats with steadiness to rest and play • Shows control in holding and using jugs to pour • Beginning to recognise danger and seeks support from significant adults for help 	<ul style="list-style-type: none"> • Can stand on one foot when shown • Uses one handed tools and equipment • Can tell adults when hungry or tired 	<ul style="list-style-type: none"> • Jumps off an object and lands appropriately • Handles tools and objects safely and with increasing control • Shows understanding of the need for safety when tackling new challenges
Literacy	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Distinguishes between the different marks they make 	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities • Listens to stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events • Sometimes gives meaning to marks they draw and paint 	<ul style="list-style-type: none"> • Hears and says the initial sound in words • Enjoys an increasing range of books • Gives meaning to marks they make
Maths	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Selects a small number of objects from a group when asked • Notices simple patterns and shapes in pictures 	<ul style="list-style-type: none"> • Uses some number names accurately in play • Knows that numbers identify how many objects are in a set • Shows awareness of similarities of shapes in the environment 	<ul style="list-style-type: none"> • Counts up to three or four objects by saying one number name for each item • Recognise numerals of personal significance • Can describe their relative position
Utw	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • In pretend play imitates everyday actions • Enjoys playing with small world models • Operates mechanical toys 	<ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience • Can talk about things they have observed 	<ul style="list-style-type: none"> • Enjoys joining in with family routines • Looks closely at differences • Completes a simple program on a

			<ul style="list-style-type: none"> Shows interest in technological toys 	computer
EAD	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Creates sounds by banging, shaking, tapping or blowing Beginning to make-believe by pretending 	<ul style="list-style-type: none"> Sings a few familiar songs Sings to self and makes up songs 	<ul style="list-style-type: none"> Explores the different sounds of instruments Creates simple representations of events, people and objects

PLOD

Enabling Environments	Positive Relationships	Characteristics of Effective Learning
Classroom environment -	Adult led -Circle times -Nursery Rhymes -Assemblies -School Trip - visitors in to school -Family stay and play -	<p><u>Playing and Exploring</u> Showing curiosity about objects, events and people Representing their experiences in play Showing particular interests Initiating activities</p> <p><u>Active Learning</u> Maintaining focus on their activity for a period of time Showing satisfaction in meeting their own goals</p> <p><u>Creating and Thinking Critically</u> Thinking of ideas Planning, making decisions about how to approach a task Solve a problem and reach a goal</p>