



## St Michael's Nursery and Infant School

### Possible Themes/interests/ lines of enquiry

These themes/ideas may change depending on the children's interests:

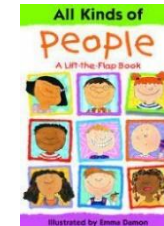
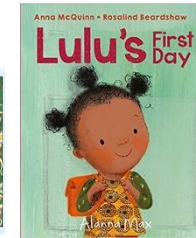
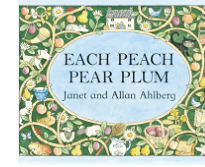
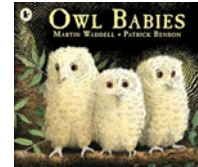
#### All about ME!

- Exploring a variety of mediums/techniques to create artistic interpretations of ourselves
- My Family Tree
- Talking about our feelings and experiences
- What makes us unique/same/different
- Show and Tell (something special to me)
- What I can do and what I would like to learn (independent tasks)

#### Autumn

- Changes in our environment
- Weather
- Experimenting with autumnal colours

### Focused Texts



## Our Nursery

- Looking after our body and minds
- Our favourite nursery rhymes and songs
- What I want to be when I grow up (exploring different roles)
- Our class (working together to create our own rules that promote safety, respect and inclusivity)
- Golden time
- Nursery Star of the Week (recognising and praising effort and achievement)

**Focus Learning Teddy:** Izzie Independent

**Enrichment Experiences:**

Autumn Walk  
Harvest Festival  
Whole School Multicultural Week – Children around the world

We use Development Matters to help us create our EYFS curriculum. Every child develops in their own unique way. The milestones below are suggested general focuses for the half term however we will use our professional judgement to support individual needs within their learning journey, adjusting our practice appropriately.

## Nursery – Medium Term Planning – Autumn 1

Communication and Language	
Focus	Possible Activities
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p>	<ul style="list-style-type: none"> <li>● Daily story time that encourages pupil participation through repetitive phrases and/or actions</li> <li>● Role play and retelling the story</li> <li>● Identify key areas of the story/what happens next/their favourite part/how they could change the story</li> <li>● Engage with and use specialist/appropriate vocabulary</li> <li>● Familiarising themselves with and employing social conventions such as sharing books, taking turns when talking about the story and responding appropriately</li> <li>● Become accustomed with and follow simple instructions e.g. line up at the door, find a space on the mat</li> <li>● Utilising our 'Rules for Talking'</li> </ul>
Personal, Social and Emotional Development	
Focus	Possible Activities
<p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>	<ul style="list-style-type: none"> <li>● Promoting independence through our 'Have a go, ask a friend, find an adult' three-stage, problem-solving plan</li> <li>● Developing respect for the classroom and resources by sharing, tidying up etc.</li> <li>● Self-registration during the mornings</li> <li>● Using the 'Furry Friends' to identify how they are feeling</li> <li>● Learn and follow the class rules</li> <li>● Act independently e.g. separating from parents, washing their hands after using the toilet, preparing their snack</li> <li>● Communicate their needs e.g hungry, thirsty</li> <li>● To work effectively in groups to solve a problem</li> </ul>

	<ul style="list-style-type: none"> <li>● 'Lulu's First Day'-children to communicate how they felt on their first day</li> <li>● Drama workshops where children can explore different emotions</li> </ul>
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**Physical Development**

Focus	Possible Activities
<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<ul style="list-style-type: none"> <li>● Weekly PE sessions which focus on different balances and rolls</li> <li>● Dough disco to develop fine motor skills</li> <li>● Daily access to the outdoor provision which includes trikes, balls, bats and slides to promote balancing and coordination</li> <li>● Mark making in sand, on paper etc. using a variety of implements</li> <li>● Independent writing tasks that promote a tripod grip and effective pencil control</li> <li>● Finger painting</li> <li>● Independently fastening coats, changing for PE, putting on gloves etc.</li> </ul>

## Literacy

Focus	Possible Activities
<p>Understand that print has meaning.</p> <p>Understand page sequencing when sharing a story</p>	<ul style="list-style-type: none"><li>● Daily Read Write Inc Phonics</li><li>● Provide access to a variety of writing materials within the provision</li><li>● Tracing names over a card</li><li>● Independent writing activities/recognising that print has meaning</li><li>● Writing a shopping list</li><li>● As a class, working together to write a letter to the Headteacher</li><li>● Encourage use of books and ICT to find information</li><li>● Encourage pupils to find their own names (coat pegs, self-registration)</li><li>● Role-play: retelling the story of 'The Little Red Hen'</li><li>● Daily storytime and opportunities to read independently</li></ul>

## Mathematics

Focus	Possible Activities
<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<ul style="list-style-type: none"><li>● Creating patterns using paint, bricks or stickers</li><li>● Counting through rhymes and actions e.g. clapping, jumping</li><li>● Building a house using different shapes</li><li>● Exploring/identifying different shapes in our environment</li><li>● Following the maths mastery programme</li><li>● Using fingers to develop muscle memory e.g. show me 5 fingers</li><li>● Exploring different sized containers, rulers and numerals in the provision</li></ul>

## Understanding the World

Focus	Possible Activities
Begin to make sense of their own life-story and family's history.	<ul style="list-style-type: none"><li>● Creating their own family tree</li><li>● Looking at how they have changed from babies till now</li><li>● Exploring different roles through costumes, stories and roleplay</li><li>● Show and Tell</li><li>● Using texts and media to explore and celebrate the differences amongst people</li><li>● Minibeast hunt</li><li>● Exploring the properties of different materials e.g. waterproof, hard, soft</li></ul>

## Creative Development

Focus	Possible Activities
<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Explore colour and colour-mixing.</p>	<ul style="list-style-type: none"><li>● Learn new songs</li><li>● Use an array of instruments to create music or keep a beat</li><li>● Use leaves to create a collage</li><li>● Mix paint to create a new colour</li><li>● Choose the appropriate equipment from the provision e.g. a plastic container to transport water</li><li>● Use the blocks to represent something else, such as people, houses or animals</li><li>● Create a robot using a variety of 'junk' materials</li></ul>