



## St Michael's Nursery and Infant School

### Possible Themes/interests/ lines of enquiry

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

- Autumn
- It's great being me!
- We are nursery!
- Family
- Feelings

### Focused 'Super 6' Texts



### Focus Learning Teddy:

Izzy Independent

### Enrichment Experiences:

- Autumn Walk
- Harvest

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

<b>Communication and Language</b>	
Focus	Possible Activities
<ul style="list-style-type: none"> <li>• Enjoying listening to longer stories and can remember much of what happens</li> <li>• Understanding a question or instruction that has two parts, such as “Get your coat and wait at the door”</li> </ul>	<ul style="list-style-type: none"> <li>• Daily story time that encourages pupil participation through repetitive phrases and/or actions and develops recall through questioning and play activities</li> <li>• Reading area to be a regular adult focus area</li> <li>• Lending Library available for all children</li> <li>• Class routines established</li> <li>• Become accustomed with and follow simple instructions e.g. line up at the door, find a space on the mat</li> </ul>

<b>Personal, Social and Emotional Development</b>	
Focus	Possible Activities
<ul style="list-style-type: none"> <li>• Selecting and using activities and resources, with help when needed</li> <li>• Developing their sense of responsibility and membership of a community</li> <li>• Talking about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’</li> <li>• Making healthy choices about an activity</li> </ul>	<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>• Using the 'Furry Friends' to identify how they are feeling</li> <li>• Learn and follow the class rules</li> <li>• Actively promote independence e.g. separating from parents, washing their hands after using the toilet, preparing their snack</li> <li>• Work effectively in groups to solve a problem</li> <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>

## Physical Development

Focus	Possible Activities
<ul style="list-style-type: none"><li>Continuing to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li><li>Being increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li></ul>	<ul style="list-style-type: none"><li>Weekly PE sessions</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 mark making tasks that promote a tripod grip and effective pencil control</li><li>A range of fine motor activities that develop hand strength</li><li>Actively promote independence</li></ul>

## Literacy

Focus	Possible Activities
<ul style="list-style-type: none"><li>Understanding that print has meaning</li><li>Understanding page sequencing when sharing a story</li></ul>	<ul style="list-style-type: none"><li>Daily phonic sessions</li><li>A variety of writing materials within the provision</li><li>Independent writing activities/recognising that print has meaning</li><li>Encourage pupils to find their own names and to trace over names</li><li>Model the importance of writing in the environment</li><li>Role-play: retelling the story of 'The Little Red Hen'</li><li>Daily story time and opportunities to look at and share books independently</li><li>Learning that words/books read left to right</li></ul>

## Mathematics

Focus	Possible Activities
<ul style="list-style-type: none"><li>Fast recognition of up to 3 objects, without having to count them individually ('subitising')</li><li>Selecting shapes appropriately: flat surfaces for building, a triangular prism for a roof etc</li><li>Talking about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper</li><li>Using informal language like 'pointy', 'spotty', 'blobs' etc</li></ul>	<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>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
<ul style="list-style-type: none"><li>Beginning to make sense of their own life-story and family's history</li></ul>	<ul style="list-style-type: none"><li>Create a family tree</li><li>Talking about our family</li><li>Looking at how they have changed from babies till now – caring for baby play</li><li>Exploring different roles through costumes, stories and roleplay</li><li>Show and Tell</li><li>Building houses</li></ul>

## Expressive Arts and Design

Focus	Possible Activities
<ul style="list-style-type: none"><li>Taking part in simple pretend play, using an object to represent something else even though they are not similar</li><li>Exploring different materials freely, in order to develop their ideas about how to use them and what to make</li><li>Exploring colour and colour-mixing</li></ul>	<ul style="list-style-type: none"><li>Explore leaves and use these to print, create rubbings and create an Autumn 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>A range of materials available to inspire role play eg. goggles, hats</li></ul>