

Coatham Primary School
Medium Term Planning
Year Group: Nursery

Bears And Where They Live

Intent, Vision and Values

Communication and Language	Skills	Overview
Listening and Attention Speaking	- Understand 2 part instruction. - Uses talk to organise themselves and play. - Joins in games with others after watch initially. - Understands action words. - Uses multisyllabic words. - Their speech is reasonably clear and understood by others. - Talks about something that has already happened.	- Children will take part in small group listening and attention activities such as circle time, Blast and Early Talk Boost. - Children will have opportunities to play games initiated by adults - Children will help with cooking activities and baking. - Children will have access to small world and role play areas modelled by adults and give opportunities to act out their own experiences.
Personal, Social and Emotional	Skills	Overview
Self-Regulation	- Talks about feelings in more elaborated ways – “I’m sad because ...” or “I love it when ...” - Safely explores emotions beyond their normal range through play and stories.	- Children will take part in circle time activities that discuss feelings - Discussions will take place around character’s feelings where appropriate when sharing stories. - Children will be encouraged to use the reflection area when appropriate and to have the opportunities to discuss feelings with members of staff

Building Relationships	• Can play a game with other children when led by an adult. • With support, they can carry out decisions, respecting the wishes of the rest of the group. • Takes part in pretend play with different roles. • Starts to show an interest and join in games with others. • Notices and asks questions about differences such as skin colour, types of hair etc	• Children will have the opportunity to play board, bingo and matching games led and modelled by adults for children to take part in • Home area and small world provision in classrooms with play and vocabulary modelled by an adult
Managing Self	• Developing a sense of responsibility and membership of a community – looking after toys/pets • Becoming more outgoing with unfamiliar people, in the safe context of their setting • Is aware of and is beginning to follow rules and routines in nursery, sometimes with adult support • Can settle at an activity for a short time. • Can put coat on independently and attempts to fasten zip and buttons.	• Circle time activities • Discussions around Nursery rules and looking after our toys and belongings. Adults will model good tidying up. • Children will be become familiar with adults as they work with them in areas of the classroom and outside. Children will work in small groups with adults on adult led tasks and activities. • Children will be reminded of rules and given clear instructions by adults. • Children will be praised and rewarded with stamps or stickers when following rules. • Children to be supported by adults to choose activities and resources they enjoy using • Practising when getting ready to go outside with adult encouragement and support where needed.

Physical Development	Skills	Overview
Gross Motor	• Able to run, jump and walk avoiding obstacles • Can pull themselves up on the climbing frame • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Use large-muscle movements to wave flags and streamers, paint and make marks.	• Daily Squiggle While You Wiggle lessons including dancing with ribbons • Weekly PE lessons • Outdoor play with balls, tennis racquets, climbing frame, bikes, trikes, scooters. • Painting on easels • Chalk and blackboards • Using paintbrushes and water
Fine Motor	• Has a dominant hand when using pencils and other one handed tools. • Can copy some recognisable letter shapes • Draws pictures with some detail – draws outline of a face, person etc	• Daily fine motor sessions • Daily name writing practise. • Weekly scribble club to freely draw and discuss pictures and marks
Literacy	Skills	Overview
Word Reading	• Can select a picture where the initial sound is sound talked by an adult. • Can complete a missing nursery rhyme • Has some understanding of 'words'	• Daily singing of nursery rhymes and songs • Talk for writing sessions linked to We're Going on a Bear Hunt • Creating story map linked to We're Going on a Bear Hunt • Daily reading of stories linked to bears.
Reading Comprehension	• Understands the five key concepts about print: print has meaning, print can have	

Writing	different purposes, we read English text left to right, top to bottom etc • Clap syllables in simple words. • Writes some or all of their name (not just the 1st letter) • Draws pictures with increasing detail • Can scribble write – write to mimic real writing.	• Communication and Language sessions focusing on sound discrimination, rhythm and rhyme, sound games and alliteration • Name writing practise independently and with an adult. • Weekly scribble club sessions
Numeracy	Skills	Overview
Number Number Patterns	• Notices a quantity has changed. • Joins in with familiar counting songs, understanding 1 has been taken away or added each time. • Compare two small groups of up to five objects, saying when there are the same number of objects in each group. • Recognises shapes in the environment • Knows that the last number reached when counting a small set of objects tells you how many in total • Recites numbers to 5	• Weekly maths sessions • Using counting toys and hoops, buckets etc to compare amounts. • Maths area with numicon, counting toys, • Children will have the opportunity to take part in indoor and outdoor shape hunts • Singing shape songs • Shape matching games • Daily counting practising in everyday situations
Knowledge and Understanding	Skills	Overview

Being imaginative and Expressive	• Sings the melodic shape (moving melody such as up and down, down and up) of familiar songs • Sings some familiar nursery rhymes independently • Takes part in simple pretend play, using an object to represent something else even though they are not similar	• Weekly Scribble Club, fine motor sessions and gross motor sessions drawing shapes. • Daily singing of nursery rhymes and songs. • Adults to model play in small word and role play areas and in outdoor setting using open ended props.
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