

Coatham Primary School
Medium Term Planning
Year Group: Nursery

Myself and My Senses

Intent, Vision and Values

Communication and Language	Skills	Overview
Listening and Attention	- Understands why questions - Knows many rhymes - Listens to a familiar story and recalls main event	- Children will take part in small group listening and attention activities such as circle time, Blast and Early Talk Boost. - Children will discuss read texts during reading sessions - Children will sing nursery rhymes daily
Speaking	- May have some problems with some sounds i.e. r, j, th, ch and sh - Can retell a simple version of a familiar story - Uses longer sentences and begins to link ideas together - Uses talk in pretending that objects stand for something else in play - Sings a large repertoire of songs	- Children will take part in speaking and listening activities such as circle time, Early Talk Boost and Blast - Children will take part in Talk for Writing sessions and make story maps for Brown, Bear, Brown Bear, What Do you See? And Polar Bear, Polar Bear, What Do you Hear? - Children to have access to open end resources both indoors and outside to develop imaginative play - Children will sing nursery rhymes and number songs daily
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	• Says please and thank you • Has some friends in Nursery they like to play with • Takes turns when playing, sometimes with support.	• Adults will model using please and thank you when talking to and playing with the children and children will be encouraged to be polite when asking adults and friends for things in the setting. • Children will have the opportunity to play board, bingo and matching games led and modelled by adults for children to take part in to allow for turn taking and to build friendships • Home area and small world provision in classrooms with play and vocabulary modelled by an adult
Managing Self	• Shows more confidence in new social situations. • Increasingly follows rules, understanding why they are important • Is aware of and manages some risks i.e. the climbing frame is unsafe when wet, knows how to carry scissors carefully	• Children will experience a visit to MIMA • Children to take part in circle time activities to discuss, how to be safe, discussions around Nursery rules and why they are important. • Children will be praised and rewarded with stamps or stickers when following rules.

Physical Development	Skills	Overview
Gross Motor	- Match their developing skills to tasks and activities in the setting. - Go up steps and stairs using alternate feet	- Daily Squiggle While You Wiggle lessons including dancing with ribbons - Weekly PE lessons re - Outdoor play with balls, tennis racquets, climbing frame, bikes, trikes, scooters, large climbing equipment - Painting on easels - Chalk and blackboards - Using paintbrushes and water
Fine Motor	- Draws pictures with increasing detail - Able to fasten and unfasten large buttons and zips - Able to make snips in paper using scissors	- Daily fine motor sessions - Weekly scribble club to freely draw and discuss pictures and marks
Literacy	Skills	Overview
Word Reading	- Begin to say sounds for some letters of the alphabet - Begins to orally blend words - Can recognise their first name	- Children to self register daily - Children to take part in phonic sessions and play games with sounds
Reading Comprehension	- Recognises words with the same initial sounds - Listens to familiar stories and can recall main events - Begins to use story vocabulary	- Talk for writing sessions linked to Brown Bear, Brown Bear, What Do You See? And Polar Bear, Polar Bear, What Do You Hear? - Creating story map linked to Brown Bear, Brown Bear, What Do You See? And Polar Bear, Polar Bear, What Do You Hear?

Writing	- Writes letters at random - Draws pictures with increasing detail - Can say the first sound they hear in a word	- Children will take part in phonic sessions to play games with sounds - Weekly scribble club sessions
Numeracy	Skills	Overview
Number Number Patterns	- Recognises numbers that are familiar to them - Can rote count up to 5 - Says one number for each item in order when counting - Can subitise up to 3 - Uses 'more than' and 'fewer than/less than' to compare amounts - Is familiar with and uses different mathematical equipment appropriately - Begins to link numerals and amounts - Identifies patterns around theme	- Weekly maths sessions - Using mathematical toys and hoops, buckets etc to compare amounts. - Maths area with numicon, counting toys - Daily counting practising in everyday situations - Children will have access to materials to create patterns
Knowledge and Understanding	Skills	Overview
Past and Present	- Begins to understand what a family is and how families are different - Can talk about members of their extended family - Shows an interest in different occupations	- Weekly circle time sessions - Celebrating class birthdays by singing - Discussions about who lives in their house, who are special people to them and who helps to look after us. - Homework books and Evidence Me links for children to discuss things they have done at home.

Being imaginative and Expressive	• Responds to what they have heard, expressing their thoughts and feelings • Remembers and sings entire songs • Creates their own songs, or improvises a song around one they know • Play instruments with increasing control to express their feelings and ideas	freely. Adults to model using construction where appropriated. • Weekly Scribble Club, fine motor sessions and gross motor sessions drawing shapes. • Daily singing of nursery rhymes and songs. • Children to take part in music sessions with an adult and have free access to musical instruments and nursery rhyme cards and prompts.
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