

Coatham Primary School  
Medium Term Planning  
Year Group: Nursery

Our Local Area

Intent, Vision and Values

| Communication and Language                     | Skills                                                                                                                                                                                                                                                                                                                                                                                           | Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>Listening and Attention</p> <p>Speaking</p> | <ul style="list-style-type: none"> <li>• Can retell a longer story</li> <li>• Engages in non-fiction books</li> <li>• Enjoys listening to longer stories and remember what happens.</li> <li>• Uses the sounds l, r, w, y, f, th, s, sh, ch, d, z and j, although not always correctly</li> <li>• Learns new vocabulary</li> <li>• Uses talk to solve a problem and organise thinking</li> </ul> | <ul style="list-style-type: none"> <li>• Children will take part in small group listening and attention activities such as circle time, Blast and Early Talk Boost.</li> <li>• Children will discuss read texts during reading sessions</li> <li>• Children will take part in Talk for Writing sessions involving Sharing a Shell and make story maps for Rosie's Walk</li> <li>• Children to have access to a range of fiction and non fiction texts in the reading area/investigation areas.</li> <li>• Non fiction texts linked to topic will be shared in class and small groups.</li> <li>• Children will take part in discussions around topic vocabulary and learn new words as part of topic learning.</li> <li>• Children will take part in speaking and listening activities such as circle time, Early Talk Boost and Blast</li> </ul> |

| Personal, Social and Emotional | Skills                                                                                                                                                                                                                                                                                                         | Overview                                                                                                                                                                                                                                                                                                                                                                          |
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| Self-Regulation                | <ul style="list-style-type: none"> <li>• Can explain how others might be feeling</li> <li>• Talks with others to solve conflicts</li> <li>• Helps to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Children will take part in circle time activities that discuss their feelings and those of others</li> <li>• Discussions will take place around character's feelings where appropriate when sharing stories.</li> <li>• Children will be encouraged to talk through conflicts with friends and an adult to support resolution</li> </ul> |
| Building Relationships         | <ul style="list-style-type: none"> <li>• Makes healthy choices about food, drink, activity and toothbrushing</li> <li>• Plays with one or more children, extending and elaborating play ideas</li> <li>• Takes turns and shares with growing independence.</li> </ul>                                          | <ul style="list-style-type: none"> <li>• Children will brush teeth daily and help prepare healthy snacks</li> <li>• Children will have access to role play area, and small world provision in classrooms with play and vocabulary modelled by an adult</li> </ul>                                                                                                                 |
| Managing Self                  | <ul style="list-style-type: none"> <li>• Manages their own needs such as washing their hands and going to the toilet independently.</li> <li>• Does not always need an adult to remind them of a rule.</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>• Children to take part in circle time activities to discuss, how to be safe, discussions around Nursery rules and why they are important.</li> <li>• Children will be praised and rewarded with stamps or stickers when following rules.</li> </ul>                                                                                       |

|                      | <ul style="list-style-type: none"> <li>• Is increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips</li> <li>• Able to express their needs and ask adults for help</li> </ul>                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                       |
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| Physical Development | Skills                                                                                                                                                                                                                                                                                                                                     | Overview                                                                                                                                                                                                                                                                                                                                                                              |
| Gross Motor          | <ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>• Collaborate with others to manage large items, such as moving a plank safely</li> <li>• Able to go up steps and stairs using alternate feet.</li> <li>• Has an awareness of others when moving.</li> </ul> | <ul style="list-style-type: none"> <li>• Daily Squiggle While You Wiggle lessons including dancing with ribbons</li> <li>• Weekly PE lessons</li> <li>• Outdoor play with balls, tennis racquets, climbing frame, bikes, trikes, scooters, large climbing equipment</li> <li>• Painting on easels</li> <li>• Chalk and blackboards</li> <li>• Using paintbrushes and water</li> </ul> |
| Fine Motor           | <ul style="list-style-type: none"> <li>• Can write some recognisable letters</li> <li>• Can draw a detailed picture of themselves</li> <li>• Can use a knife to spread</li> <li>• Begins to use a tripod grip</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>• Daily fine motor sessions focusing on skills</li> <li>• Weekly scribble club to freely draw and discuss pictures and marks</li> <li>• Children will follow kinetic letters handwriting scheme when appropriate to pick up and hold pencils correctly.</li> </ul>                                                                             |
| Literacy             | Skills                                                                                                                                                                                                                                                                                                                                     | Overview                                                                                                                                                                                                                                                                                                                                                                              |
| Word Reading         | <ul style="list-style-type: none"> <li>• Can orally blend sounds together in order to say the word</li> <li>• Reads individual letters by saying the sounds for them</li> <li>• Can use pictures to retell their own simple story</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>• Children to take part in phonic sessions and play games with sounds</li> <li>• Children to self register daily and find names in setting when doing tasks</li> <li>• Talk for writing sessions linked to Sharing a Shell and Rosie's Walk</li> </ul>                                                                                         |

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| Reading Comprehension | <ul style="list-style-type: none"> <li>• Predict a rhyme within a nursery rhyme or story when an adult is reading and pauses</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Can say how they think a story will end</li> <li>• Can identify characters, settings and events in a story.</li> </ul> | <ul style="list-style-type: none"> <li>• Creating story map linked to Rosie's Walk</li> </ul>                                                                                                                                                                                                                                                                                                                                       |
| Writing               | <ul style="list-style-type: none"> <li>• Can draw a more detailed picture of themselves</li> <li>• Can orally blend sounds together</li> <li>• Writes the first sound they can hear in a word</li> <li>• Can say a sentence or phrase aloud that they want to write (others can scribe)</li> </ul>                                                | <ul style="list-style-type: none"> <li>• Children to sing nursery rhymes daily</li> <li>• Children to discuss texts and features during reading sessions.</li> <li>• Children will take part in scribble club sessions to develop skills and story telling</li> <li>• Children will take part in phonic sessions and daily fine motor sessions to develop the skills for writing and forming letters, where appropriate.</li> </ul> |
| <b>Numeracy</b>       | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                     | <b>Overview</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Number                | <ul style="list-style-type: none"> <li>• Recognises numbers to 5</li> <li>• Says one number for each item in order to 5</li> <li>• Experiments with their own symbols and marks as well as numerals</li> <li>• Sings counting songs independently</li> <li>• Begins to make marks/draws to represent numbers</li> </ul>                           | <ul style="list-style-type: none"> <li>• Weekly maths sessions</li> <li>• Using mathematical toys and hoops, buckets etc to compare amounts.</li> <li>• Maths area with numicon, counting toys</li> <li>• Children will sing counting songs as part of nursery rhyme singing sessions</li> </ul>                                                                                                                                    |
| Number Patterns       | <ul style="list-style-type: none"> <li>• Can create a simple AB pattern</li> </ul>                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Daily counting practising in everyday situations</li> </ul>                                                                                                                                                                                                                                                                                                                                |

|                                 | <ul style="list-style-type: none"> <li>• Can identify the odd one out and explain why</li> <li>• Begins to count forward and backwards up to 5</li> <li>• Rote counts to higher numbers</li> <li>• Show finger numbers up to 5</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Children will have access to materials to create patterns</li> </ul>                                                                                                                                                                                                                                                                               |
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| Knowledge and Understanding     | Skills                                                                                                                                                                                                                                                                                                                                                                                                      | Overview                                                                                                                                                                                                                                                                                                                                                                                    |
| Past and Present                | <ul style="list-style-type: none"> <li>• Begins to make sense of their own life-story and family's history</li> <li>• Talk about things they have done with their family, as well as other significant events in their lives in greater detail</li> <li>• Begins to use the language of time i.e. a long time ago, yesterday</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• Weekly circle time sessions</li> <li>• Celebrating class birthdays by singing</li> <li>• Homework books and Evidence Me links for children to discuss things they have done at home.</li> </ul>                                                                                                                                                    |
| Natural World                   | <ul style="list-style-type: none"> <li>• Knows how to plant seeds and care for growing plants</li> <li>• Understands the key features of the life cycle of a plant and an animal</li> <li>• Talks about the differences between materials and changes they notice e.g. floating and sinking, light and dark</li> <li>• Knows that once some things have been changed they can't be changed back.</li> </ul> | <ul style="list-style-type: none"> <li>• Children will take part in topic sessions focusing on plants and growing.</li> <li>• Children will plant seeds and care for them</li> <li>• Children will have the opportunity to observe the life cycle of a caterpillar</li> <li>• Awe and wonder moments relating to the season – seeds growing and sprouting, releasing butterflies</li> </ul> |
| People, culture and communities |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                  | <ul style="list-style-type: none"> <li>• Shows an understanding of different cultural, religious and community events and experiences</li> <li>• Knows about some similarities and differences between themselves and others and among families, communities, cultures and traditions</li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>• Weekly circle time focusing on events and families and people who are special to us.</li> <li>• Homework books and Evidence Me links for children to discuss things they have done at home.</li> </ul>                                                                                                                                                                                           |
| Expressive Arts and Design       | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                 | overview                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Exploring Media and Material     | <ul style="list-style-type: none"> <li>• Explores colours and colour mixing</li> <li>• Uses drawing to represent ideas like movement or loud noises</li> <li>• Shows different emotions in their drawings and painting, like happiness, sadness, fear etc</li> <li>• Can use a particular colour to suit a purpose</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>• Children to have access to the creative area to paint</li> <li>• Children to have access to scribble club session</li> </ul>                                                                                                                                                                                                                                                                     |
| Being imaginative and Expressive | <ul style="list-style-type: none"> <li>• Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li> <li>• Begins to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</li> <li>• Can clap or tap to the pulse of songs or music with some adult support</li> <li>• Can copy a simple AB pattern</li> </ul> | <ul style="list-style-type: none"> <li>• Children to use construction and junk materials to create and build with</li> <li>• Children to have free access to construction toys such as stickle bricks, lego, duplo, interstar and connex to build freely. Adults to model using construction where appropriated.</li> <li>• Children to have free access to instruments.</li> <li>• Daily singing of nursery rhymes and songs.</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>• Children to take part in music sessions with an adult to practise skills such as stopping and waiting and playing with control</li></ul> |
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