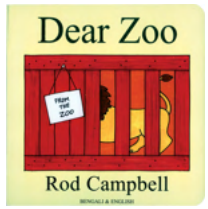
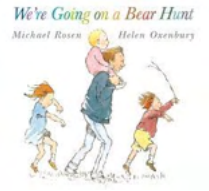
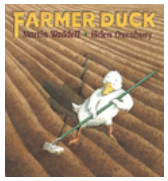
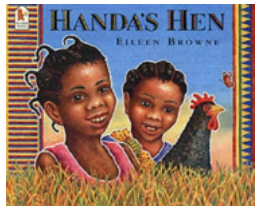
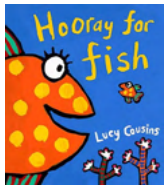
Our Approach: At Hitherfield we believe that free play is crucial to the children's progress and development. Our Nursery curriculum allows play which is child led, play which is sensitively supported and extended by adults. We enhance our provision through our half termly topics which bring new ideas and experiences into the children's lives. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we will be encouraging through this play and through our whole class carpet sessions.



Medium Term Plan Year: Nursery	**Term:** Autumn 2	**Topic:** Animals

Core Texts					
Week 1   	**Week 2**  	**Week 3**  	**Week 4**  	**Week 5**  	**Week 6** 
English - Phonics and Word Reading					
Week 1 **Rhythm and Rhyme** Experience and appreciate rhythm and rhyme in speech **Tuning into sounds:** s (initial sound and blending)	**Week 2** **Body percussion** Develop awareness of sounds and rhythm **Tuning into sounds:** t (initial sound and blending)	**Week 3** **Instrumental sound** Experience and develop awareness of sounds made with instruments and noise makers Listen to and appreciate the difference between sounds made with instruments **Tuning into sounds:** p (initial sound and blending)	**Week 4** **Alliteration** Develop an understanding of alliteration Listen to sounds at the beginning of words and hear the differences between them **Tuning into sounds:** i (initial sound and blending)	**Week 5** **Voice sounds** Distinguish between the differences in vocal sounds Talk about the different sounds that we can make with our voices **Tuning into sounds:** n (initial sound and blending)	**Week 6** **Voice sounds** Distinguish between the differences in vocal sounds Talk about the different sounds that we can make with our voices **Tuning into sounds:** a (initial sound and blending)

Objectives:

- Recognise their name with a picture (e.g. self register)
- Develop awareness of the different sounds that they can hear in the environment or those made by instruments/voices, through games

Supported and developed through:

- Share stories and rhymes with friends and adults and through exploring the book corner, complete with puppets and other story props
- Provide instruments for children to explore, join in with children - drawing attention to rhythm, tempo, pitch etc
- Use rhyme and alliteration in fun ways, as part of everyday communication. Eg: Go and line up Ana - Bana!/ a...a..a..amazing Ana etc

English - Comprehension and Writing

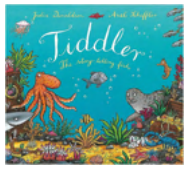
Objectives (comprehension):
- Listen to a story being read 1:1 and on the carpet
- Understand what is happening with the help of pictures
- Listen to and join in with key lines and phrases within a poem or nursery rhyme

Objectives (writing):
- Enjoy mark making

Supported and developed through Continuous Provision by:
- Sharing stories and rhymes with friends and adults
- Explore the book corner, complete with puppets and other story props
- Retelling or creating own versions of familiar stories through role play, story props or shared writing/drawing
- Mark make in all areas of the Nursery; painting and drawing, writing lists and letters in the role play area, drawing in sand and cornflour goop, finding their name cards and writing their names on their work

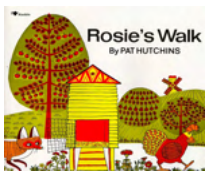
Adult directed activities:
- Daily story / song / rhyme time
- Texts covered will include all additional texts, song / rhyme of the week, children's choice and texts relevant to current interests or texts that build on conversations from within the children's play

Additional Texts for Story Time:

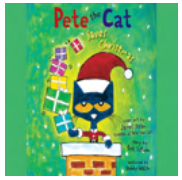














SONG / POEMS / RHYMES:
Hickory Dickory Dock
1,2,3,4,5 pets from the zoo
Old MacDonald had a farm
5 little speckled frogs
Christmas songs

Communication and Language

Objectives (Listening, Attention and Understanding):
- Understand how to listen carefully and why listening is important
- Enjoy listening to a short story and begin to remember what happens after hearing them lots of times
- Listen to and join in with a range of stories and rhymes
- Begin to understand a one part instruction or question

Objectives (Speaking):
- Speak in phrases or sentences
- Begin to talk to their key adult and other children in their class, with support to continue this talk
- Begin to talk in play (with modelling and scaffolding if needed)
- Use appropriate social phrases

Supported and developed through Continuous Provision by:
- Language and communication will be supported through use of Makaton
- Modelling new vocabulary, speaking in sentences, repeating back sentences including the correct words or new vocabulary
- Adults utilise Little Wandle Foundations for Language as a model for high quality interactions ass well as the Hitherfield Solo Taxonomy Rubrics in order to support children's communication at the appropriate stage of development/area of learning
- Ensuring book corner includes books that have been read during story time and carpet sessions
- Provide story props in book corner related to the focus books and model retelling the stories

Adult directed activities:

- Provide opportunities to share ideas and experiences in small groups and during carpet sessions, encouraging turn taking in conversation
- Daily storytime and song / rhyme of the week
- Teach makaton sign of the week
- Teaching use of turn taking on the carpet to speak
- Teacher modelling wondering and asking questions about books and the world around them

Maths					
Week 1 **Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'**	**Week 2** Numberland: Number of the week - 1 **Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')** **make comparisons between objects relating to size- for instance; the owls in 'Owl babies', sticks and leaves in the nature area, construction towers that we build…**	**Week 3** **Begin to describe a sequence of events, real or fictional, using words such as first, then**	**Week 4** Numberland: Number of the week - 2 **Count objects actions and sounds**	**Week 5** Numberland: Number of the week - 3 **Show 'finger numbers' up to 5** **Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')**	**Week 6** Numberland: Number of the week - 4 **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** **Say one number for each item in order: 1,2,3,4,5**

Supported and developed through:

- Sing number rhymes to help build confidence with counting
- Model reciting numbers to 5, counting and subitising and encourage this through play
- Apply number skills through free play with 'Numberland'
- Model making comparisons between objects relating to size- for instance; the animals in 'Dear Zoo'', sticks and leaves in the nature area, construction towers that we build
- Provide shapes for collage and talk with children about the shapes and patterns that they use in their pictures and models

PSED		
Objectives (Self-regulation): - Focus during a short whole class learning session with support	**Objectives** (Managing Self): - Recognise their coat peg and hang their coat up - Self register using their picture	**Objectives** (Building Relationships): **- Become more outgoing with unfamiliar people, in the safe context of their setting**

- Recognise emotions with a picture cue or Makaton symbol (e.g.happy and sad) - Begin to understand how others might be feeling	- Explore their learning environment both inside and outside - Know where the toilet is and go independently most of the time - Wash and dry hands after the toilet and begin to do this before they have a snack - Begin to understand the rules of the 'snack bar' and choose a healthy snack when it is open - Begin to help at tidy up time, making use of shadowing and labels - Understand the routines and expectations of the lunch hall - Begin to understand the visual timetable	- Form positive attachments with adults and peers outside of own family - Separate happily from their adult at the beginning of the day - Begin to develop relationships with adults within the Nursery and seek out help from an adult if needed - Play alongside another child or a group of children, with support if required - Begin to wait for a turn - Begin to share resources, with support

Supported and developed through Continuous Provision by*:*

- Introduce Self-service snack time where children learn to wash their hands, pour water, and use the food waste bin for scraps.
- Play alongside and with children to gain an understanding of their interests and strengths
- Forming positive relationships with a variety of children and adults through positive interactions within the provision
- Independent use of toilets
- Opportunity to try things for the first time through the continuous provision

Adult directed activities:

- Careful observations
- Model hand-washing routines for toileting and before eating
- Sharing stories/books to groups of children or whole class to address specific social situations eg. sharing or dealing with frustration

Physical Development

Fine Motor Objectives - Start to eat independently with a fork - Begin to use a wide range of fine motor equipment e.g. large tweezers and threading beads - Begin to make marks using large and small equipment	**Gross Motor Objectives:** **- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills** **- Go up steps and stairs, or climb up apparatus, using alternate feet** **- Use large-muscle movements to wave flags and streamers, paint and make marks** (shoulder pivot) - Stop safely
Supported and developed through Continuous Provision by: - Use one-handed tools and equipment, for example, making snips in paper with scissors - Use one-handed tools and equipment to make animal masks, party decorations and whatever else we choose! - Adults supporting at lunchtime by sitting with children and modelling appropriate use of cutlery - Providing different scissors to match stages of development - Provide snipping activities	**Supported and developed through Continuous Provision by:** - Continue to develop their movement, balancing and ball skills- both in the Nursery garden and at the Trim Trail **Adult directed activities:** - Modelling use of equipment and resources - Adult leading catching games, parachute games

Adult directed activities: - Modelling use cutlery - Modelling scissor grip using scissor use progression - Modelling using one-handed tools and equipment to make animal masks, party decorations and whatever else we choose!		
Understanding the World		
Objectives; Past and Present: - Gain an understanding about the passing of time (e.g. within the school day) - Remember and talk about significant events in their own life e.g: their birthday (through photographs, Seesaw, visual timeline etc)	**Objectives; People, Culture and Communities:** - Begin to talk about their own family and who they live with (from photos and Seesaw) - Learn names of rooms and areas of provision in Nursery - Become familiar with the Nursery layout - Learn where things belong - Know that they are in a Nursery within a school near to their house. - Explore different familiar settings, such as the beach, the park, woodland and a farm through texts - Talk about how Christmas is celebrated - **Show interest in different occupations**	**Objectives; The Natural World:** **- Talk about what they see, using a wide vocabulary** **- Talk about the differences between materials and changes they notice** - Combine and mix ingredients - Change materials by heating and cooling, including cooking, ice melting etc
Supported and developed in Continuous Provision by: - Make sense of their own life-story and family's recent history by sharing photos and chatting - Share our experiences and memories of different family celebrations- Firework night, Diwali, Birthdays and Christmas **Adult directed activities:** - Daily use of the visual timetable - Celebrate special days e.g. by making birthday cakes and talking about celebrations at carpet time - At carpet time, talking about weekend activities and about family and pet photos - Sorting clothes into seasons Autumn/Winter vs Spring/Summer	**Supported and developed in Continuous Provision by:** - Show interest in different occupations, such as pretending to work in our class 'pet shop' or being a vet - Share our experiences and memories of different family celebrations- Firework night, Diwali, Birthdays and Christmas **Adult directed activities:** - Explore the Scholastic map; animals of the world, modelling the names of the animals and the continent where they are located. - Model taking different roles in the Vet/ Pet shop	**Supported and developed in Continuous Provision by:** - Noticing the changes happening around us as we move from Autumn to Winter. - Collecting leaves and conkers etc - Help to prepare our vegetable planters for Winter - Using weather boxes to explore and enjoy different weather **Adult directed activities:** - Collect fruit scraps for our compost - some children may take the food to the compost area - Model making kites to enjoy the wind/ using hammer to harvest treasure from ice -Making cakes, playdough and soup - Observe an apple core going brown and mouldy over time **Outdoor learning opportunities:** - Collecting leaves and twigs to make hot chocolate using the kelly kettle. Bark rubbing

		Using natural materials to craft leaf necklaces during trim trail sessions Making bird feeders to hang in the nature area and the Nursery garden. Mixing mud and water to paint and explore different states

Expressive Arts and Design	
Objectives; Creating With Materials: - Begin to experiment with materials **Painting:** - Enjoy using a variety of tools including different size/ size brushes and tools - Hands - Large paint brushes - Upright easels - Large paper **Cutting:** - Ripping with hands - Begin to use a scissor grip but not secure **Colour mixing:** **- Explore colour and colour mixing** - Recognise and name the primary colours being used	**Objectives; Being Imaginative and Expressive:** - Take part in simple pretend play - Begin to develop stories using small world objects - Begin to play imaginatively with blocks and construction - Begin to experiment with musical instruments - Listen to and join in with a range of stories and rhymes
Supported and developed through Continuous Provision by: - Exploring a range of 2d and 3d media, such as paint, clay and junk modelling to make models and pictures from their favourite animal stories. - This might start with an adult modelling how to make 'an owl' with clay or draw a cat, but then lead to them using their own imagination and skills. **Adult directed activities:** - Modelling /initiating new ideas or techniques for example modelling making a picture to display on the wall or in their learning journey books for - Adults utilise Hitherfield Solo Taxonomy Rubrics in order to support children's creativity at the appropriate stage of development - Examples of modelled activities might include: sculpting animals using clay, using natural resources such as leaves and twigs to make hedgehog pictures, using junk modelling to make pets for the vet /pet shop, christmas cards and decorations, handprint animal calendars	**Supported and developed through Continuous Provision by:** - Enjoy exploring different instruments to accompany their favourite songs and rhymes. - Begin to make-believe by engaging in our Role play areas- The home corner and the pet shop. - Making props for their play, e.g. a phone using duplo bricks or a basket for their pet using recycled boxes and fabric. **Adult directed activities:** - Modelling taking different roles for instance vet or pet owner - Modelling using appropriate vocabulary - Modelling making props to support their play - Children will regularly sing festive songs; those that capture the children's imaginations will be sung in their Christmas performance

PENCIL GRIP PROGRESSION CHART

Grip type	Pincer Grip	Palmer Sulphinate Grip (Fist)	Digital Pronate Grip	Static Tripod Grip	Dynamic Tripod Grip
Typical Age	10- 12 months	15-18 months	2- 3years	3- 5years	4- 6years
Description	Using the pads of the index finger and thumb to begin picking up smaller objects (not usually pencils but the start of grip strength)	Pencil is held by the full fist and makes light marks. Movement is from the shoulder pivot and uses the whole arm	Pencil is held by all the fingers but the palm faces down towards the page Movement comes from the wrist and uses wrist, hand and fingers	Pencil is held by three fingers and the movement comes from the wrist More intricate mark making can take place Several variations based on finger positioning	Pencil is stable in the traditional grip The thumb and fingers leave an open space Pencil moves efficiently and therefore mark making is more intricate
Visual					
Development Opportunities	Providing small objects to pick up Encouraging construction e.g. building blocks Playdough and threading	Large scale mark making e.g. chalk on floor, easel work, etc. Circles and lines to copy Playdough	Smaller scale mark making Zig Zag lines to copy and trace Playdough	Smaller mark making Name writing Starting with letter formations (Reception) Playdough	Smaller mark making Letter formation Writing Pencil Grips Playdough

SCISSOR USE PROGRESSION CHART

Scissor Use	Holds scissors in both hands and explores open and shutting	Opens and closes blades with scissors in one hand (not using paper)	Makes snips in paper	Uses a helping hand (non dominant) to guide the paper	Cuts- Straight line Curved line Circles Square Shape More complex shapes
Vocabulary	Open, shut, safe, scissor, cut, snip	Open, shut, close, scissor, cut, snip, thumb, fingers	Across, forward, side to side	Move, change, help, slide, hold still,	Cut, snip, curve, open, shut, follow, forwards, turn
Development Opportunities	Free exploration Finger strength activities e.g. playdough and other malleable materials	Encourage the thumb up position Practise using on shaving foam, playdough	Provide scissors and paper in the creative areas for exploration	Model using the alternative hand to move the paper Strengthen co-ordination and use of both hands through threading and lacing activities	Shapes to cut out Scissor exploration