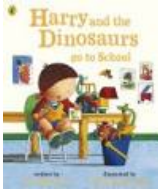
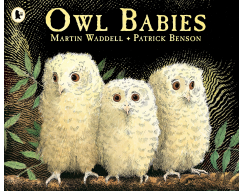
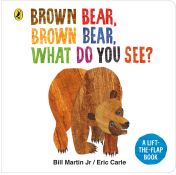
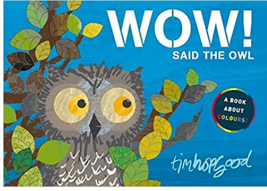


Our Approach: At Hitherfield we believe that free play is crucial to the children’s progress and development. Our Nursery curriculum allows play which is child led, play which is sensitively supported and extended by adults. We enhance our provision through our half termly topics which bring new ideas 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 1		Topic: Getting to Know You	
Core Text					
<p>Week 1 Induction - stay and play for all children (1 hour each with parents)</p> <p>Week 2 Induction for Full time children - settling routines and familiar nursery rhymes</p>	<p>Week 3 Induction for part time children - settling routines and familiar nursery rhymes</p> <p>Story time for full time children - e.g. Maisy goes to nursery</p>	<p>Week 4</p> 	<p>Week 5</p> 	<p>Week 6</p> 	<p>Week 7</p> 
English - Phonics					
<p>Week 1</p> <p>Induction</p>	<p>Week 2</p> <p>Induction</p>	<p>Week 3 Environmental sound - Develop children’s listening skills and awareness of sounds in the environment</p>	<p>Week 4 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</p>	<p>Week 5 Body percussion - Develop awareness of sounds and rhythm</p>	<p>Week 6 Voice sounds - Distinguish between the differences in vocal sounds - Talk about the different sounds that we can make with our voices</p>
<p>Week 7 Rhythm and Rhyme - Experience and appreciate rhythm and rhyme in speech</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - Develop phonological awareness, so that children can: spot and suggest rhymes - Develop awareness of the different sounds that children can hear in the environment or those made by instruments/voices, through games <p>Supported and developed through:</p> <ul style="list-style-type: none"> - Share stories and rhymes with friends and adults and through exploring the book corner, complete with puppets and other story props - Develop awareness of the different sounds that children can hear in the environment or those made by instruments/voices, through games 				
English - Comprehension					

Objectives:

- **Understand the five key concepts about print:**

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

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
- 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:

5 Little ducks
Head, Shoulders, Knees and Toes
Everybody Do This
When you're happy and you know it

Communication and Language

Objectives:

- **Understand how to listen carefully and why listening is important**
- **Learn new vocabulary**
- **Use longer sentences of four to six words**
- **Listen to and join in with a range of stories and rhymes**

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 Education Endowment Fund model for high quality interactions and Hitherfield Solo Taxonomy Rubrics in order to support children's communication at the appropriate stage of development/area of learning

Adult directed activities:

- Provide opportunities to share ideas and experiences in small groups and during carpet sessions
- Daily storytime and song / rhyme of the week
- Teach makaton sign of the week
- Teaching use of turn taking on the carpet to speak

Maths

Week 1 Induction	Week 2 Induction	Week 3 Induction	Week 4 - Begin to describe a sequence of events, real or fictional, using words such as first, then - Recite numbers to 5 and beyond	Week 5 - Say one number for each item in order: 1,2,3,4,5 - Make comparisons between objects relating to size, length, weight and capacity	Week 6 - Show 'finger numbers' up to 5 - Experiment with their own symbols and marks as well as numerals
Week 7 - Show 'finger numbers' up to 5 - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')	<u>Supported and developed through:</u> <ul style="list-style-type: none"> - Sing number rhymes to help build confidence with counting - Model reciting numbers to 5 and beyond and encourage this through play - Model saying one number for each item in order: 1,2,3,4,5 and encourage this through play - Model 'Subitising' (recognising without the need to count) small groups of objects and encourage this through play - Model making 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 - Use storytime and role play to describe a sequence of events, real or fictional, using words such as first, then 				

PSED

Objectives:

- Form positive attachments with adults and peers outside of own family
- **Become more outgoing with unfamiliar people, in the safe context of their setting**
- Separate happily from their adult at the beginning of the day and begin to develop relationships with adults and peers within the Nursery
- Begin to feel confident to start new activities
- **Increasingly follow rules, understanding why they are important**

Supported and developed through Continuous Provision by:

- The child's known adult stays for the transition sessions until their child is confident without them
- 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:

- Home visits undertaken
- Stay and Play sessions
- Careful observations
- Establish and model provision routines and expectations - on the carpet: good sitting, good looking at me, good listening, chatty voices away, fidgety fingers away

- Introduce use of 'ribbons' for turn taking at playdough/tactile tables and sand timers when waiting for a turn with limited resources.
- Model hand-washing routines for toileting and before eating

Physical Development

Fine Motor Objectives

- **Use one-handed tools and equipment, for example, making snips in paper with scissors**
- Start to eat independently with a knife and fork where appropriate

Gross Motor Objectives:

- **Continue to develop their movement, balancing and ball skills**
- **Go up steps and stairs, or climb up apparatus, using alternate feet**
- **Skip, hop, stand on one leg and hold a pose for a game like musical statues**
- **Use large-muscle movements to wave flags and streamers, paint and make marks**

Supported and developed through Continuous Provision by:

- Exploring their environment, both inside and out e.g. construction toys and threading activities that develop fine and gross motor skills
- Adults supporting at lunchtime by sitting with children and modelling appropriate use of cutlery
- Providing different scissors to match stages of development

Adult directed activities:

- Making cakes for birthdays
- Modelling use cutlery
- Modelling scissor grip
- Provide snipping activities
- Adults utilise Hitherfield Solo Taxonomy Rubrics in order to support children's communication at the appropriate stage of development/area of learning

Supported and developed through Continuous Provision by:

- Provide streamers
- Provide outside chalk, decorators brushes and water for marking making on walls and ground
- Provide stilts, playground equipment to enable balancing and climbing activities
- Provide music for children to dance to and go noodle
- Provide balls of different sizes

Adult directed activities:

- Modelling use of equipment and resources
- Adults utilise Hitherfield Solo Taxonomy Rubrics in order to support children's communication at the appropriate stage of development/area of learning

Understanding the World

Objectives; Past and Present:

- **Begin to make sense of their own life story and family history**
- **Remember and talk about significant events in their own life e.g. birthday.**
- Gain an understanding about the passing of time (e.g. within the school day)

Objectives; People, Culture and Communities:

- 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.

Objectives; The Natural World:

- **Begin to understand the need to respect and care for the natural environment and living things.**
- Explore the surrounding natural environment
- Explore natural objects from the surrounding environment

Supported and developed in Continuous Provision by:

- Make sense of their own life-story and family's recent history by sharing photos and chatting

Adult directed activities:

- Daily use of the visual timetable

Supported and developed in Continuous Provision by:

- Learn names of rooms and areas of provision in Nursery
- Become familiar with the Nursery layout
- Learn where things belong.

Adult directed activities:

Supported and developed in Continuous Provision by:

- Use all their senses in hands-on exploration of natural materials through visits to the nature area
- Use all their senses in hands-on exploration through playing with dough/pasta/clay at the exploring table
- Explore how things work; 'How can I record my voice on

<ul style="list-style-type: none"> - 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 photos 	<ul style="list-style-type: none"> - Model use of different areas of nursery - Model tidying away resources - Introduce children to bi-weekly trim trail sessions - Talk to the children about the location of the setting (within school/community etc) - Read stories set in different familiar settings, making links to children's own experience 	<p>the 'Talking clipboard' etc</p> <p>Adult directed activities:</p> <ul style="list-style-type: none"> - Making playdough with children - Using natural materials to craft inside the classroom - e.g. nature collages <p>Outdoor learning opportunities:</p> <ul style="list-style-type: none"> - Introduce children to bi-weekly trim trail sessions - Using natural materials to craft during trim trail sessions (e.g. autumn leaf crowns)
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Expressive Arts and Design

<p>Objectives: Creating With Materials:</p> <ul style="list-style-type: none"> - Explore different materials freely, to develop their ideas about how to use them and what to make - Enjoy using a variety of tools including different size/ size brushes and tools: <ul style="list-style-type: none"> • Hands • Large paint brushes • Upright easels • Large paper - <i>Cutting:</i> <ul style="list-style-type: none"> • <i>Ripping with hands</i> • <i>Begin to use a scissor grip but not secure</i> 	<p>Objectives: Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar - Explore different materials freely, to develop their ideas about how to use them and what to make - Listen with increased attention to sounds
<p>Supported and developed through Continuous Provision by:</p> <ul style="list-style-type: none"> - Providing access to paints, different mark making media, collage materials, 3D media such as clay, dough and boxes both inside and out - Children explore different materials freely, to develop their own ideas about how to use them and what to make - This might start with an adult modelling how to make 'an owl' with clay or draw a friend, but then lead to them using their own imagination and skills. <p>Adult directed activities:</p> <ul style="list-style-type: none"> - Modelling /initiating new ideas or techniques for example modelling making a picture to display on the wall or in their learning journey books for example a picture of our friends and family - Adults utilise Hitherfield Solo Taxonomy Rubrics in order to support children's creativity at the appropriate stage of development 	<p>Supported and developed through Continuous Provision by:</p> <ul style="list-style-type: none"> - Take part in simple pretend play, in the home corner or the shop or using the dressing up clothes and either find or make props to support them in their play. <p>Adult directed activities:</p> <ul style="list-style-type: none"> - Modelling taking different roles for instance shopkeeper or costumes - Modelling using appropriate vocabulary - Modelling making props to support their play