
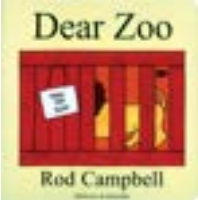

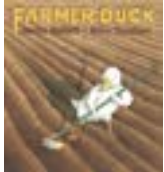







**Our Approach:** At Hitherfield we believe that free play is crucial to the children's progress and development. Our Nursery curriculum allows play which is child led, play which is sensitively supported and extended by adults. We enhance our provision through our half termly topics which bring new 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 Text					
<b>Week 1</b> 	<b>Week 2</b> 	<b>Week 3</b> 	<b>Week 4</b> 	<b>Week 5</b> 	<b>Week 6</b> 
<b>Week 7</b> 					
English - Phonics					
<b>Week 1</b> <b>Rhythm and Rhyme</b> <ul style="list-style-type: none"> <li>- Experience and appreciate rhythm and rhyme in speech</li> </ul> Progression of sounds: s (initial sound and blending)	<b>Week 2</b> <b>Body percussion</b> <ul style="list-style-type: none"> <li>- Develop awareness of sounds and rhythm</li> </ul> Progression of sounds: t (initial sound and blending)	<b>Week 3</b> <b>Instrumental sound</b> <ul style="list-style-type: none"> <li>- Experience and develop awareness of sounds made with instruments and noise makers</li> <li>- Listen to and appreciate the difference between sounds made with instruments</li> </ul> Progression of sounds: p (initial sound and blending)	<b>Week 4</b> <b>Alliteration</b> <ul style="list-style-type: none"> <li>- Develop an understanding of alliteration</li> <li>- Listen to sounds at the beginning of words and hear the differences between them</li> </ul> Progression of sounds: i (initial sound and blending)	<b>Week 5</b> <b>Voice sounds</b> <ul style="list-style-type: none"> <li>- Distinguish between the differences in vocal sounds</li> <li>- Talk about the different sounds that we can make with our voices</li> </ul> Progression of sounds: n (initial sound and blending)	<b>Week 6</b> <b>Voice sounds</b> <ul style="list-style-type: none"> <li>- Distinguish between the differences in vocal sounds</li> <li>- Talk about the different sounds that we can make with our voices</li> </ul> Progression of sounds: a (initial sound and blending)

<p><b>Week 7</b> <b>Rhythm and Rhyme</b></p> <p>- Experience and appreciate rhythm and rhyme in speech</p> <p>Progression of sounds: s a t p i n (initial sound and blending)</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- <b>Develop phonological awareness, so that children can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother</b></li> <li>- Develop awareness of the different sounds that children can hear in the environment or those made by instruments/voices, through games</li> </ul> <p><b>Supported and developed through:</b></p> <ul style="list-style-type: none"> <li>- Share stories and rhymes with friends and adults and through exploring the book corner, complete with puppets and other story props</li> <li>- Provide instruments for children to explore, join in with children - drawing attention to rhythm, tempo, pitch etc</li> <li>- 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</li> </ul>
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**English - Comprehension**

<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- <b>Understand the five key concepts about print:</b> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> </li> <li>- <b>Engage in extended conversations about stories, learning new vocabulary.</b></li> </ul> <p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Sharing stories and rhymes with friends and adults</li> <li>- Explore the book corner, complete with puppets and other story props</li> <li>- Retelling or creating own versions of familiar stories through role play, story props or shared writing/drawing</li> <li>- 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</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Daily story / song / rhyme time</li> <li>- 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</li> </ul>	<p><b>Additional Texts for Story Time:</b></p>   <p><b>SONG / POEMS / RHYMES:</b></p> <p>Hickory Dickory Dock 1,2,3,4,5 pets from the zoo Old MacDonald had a farm 5 little speckled frogs Christmas songs</p>
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**Communication and Language**

<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- <b>Start a conversation with an adult or a friend and continue it for many turns.</b></li> <li>- <b>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</b></li> <li>- <b>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</b></li> <li>- <b>Develop their pronunciation but may have problems saying:</b> <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul> </li> <li>- Understand 'why' questions, like: "Why do you think the bear felt sad?"</li> </ul>
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- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Start a conversation with an adult or a friend and continue it for many turns.

**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
- 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**

Maths					
<p><b>Week 1</b></p> <p>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'.</p>	<p><b>Week 2</b></p> <p>Numberland: Number of the week-1</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p>	<p><b>Week 3</b></p> <p>Numberland: Number of the week-2</p> <p>Begin to describe a sequence of events, real or fictional, using words such as first, then</p>	<p><b>Week 4</b></p> <p>Numberland: Number of the week-3</p> <p>Count objects actions and sounds.</p>	<p><b>Week 5</b></p> <p>Numberland: Number of the week-4</p> <p>Show 'finger numbers' up to 5.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p><b>Week 6</b></p> <p>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.</p>
<p><b>Week 7</b></p> <p>Say one number for each item in order: 1,2,3,4,5.</p>	<p><b><u>Supported and developed through:</u></b></p> <ul style="list-style-type: none"> <li>- Sing number rhymes to help build confidence with counting</li> <li>- Model reciting numbers to 5, counting and subitising and encourage this through play</li> <li>- Apply number skills through free play with 'Numberland'</li> <li>- 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</li> <li>- Provide shapes for collage and talk with children about the shapes and patterns that they use in their pictures and models</li> </ul>				

## PSED

### Objectives:

- **Play with one or more other children, extending and elaborating play ideas.**
- **Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.**
- **Show more confidence in new social situations.**
- *Develop independence*
- **Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.**
- *Start to manage their own hygiene and personal needs independently*

### 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

- **Use a comfortable grip with good control when holding pens and pencils.**
- **Show a preference for a dominant hand.**
- **Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.**

*See development in pencil grip and scissor use charts below*

### Gross Motor Objectives:

- **Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.**

### 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

### Adult directed activities:

- Making cakes for birthdays
- 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!

### 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

## Understanding the World

### **Objectives: Past and Present:**

- Remember and talk about significant events in their own life e.g. birthday.
- Make sense of their own life story and family's history through photographs, stories and role play.

### **Objectives: People, Culture and Communities:**

- **Know that there are different countries in the world and talk about the differences they have experienced or seen in photos**

### **Objectives: The Natural World:**

- **Talk about the differences between materials and changes they notice**
- *Combine and mix ingredients*
- *Change materials by heating and cooling including cooking*
- **Talk about what they see, using a wide vocabulary**

### **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:**

- **Create closed shapes with continuous lines and begin to use these shapes to represent objects.**
- **Draw with increasing complexity and detail, such as representing a face with a circle and including details.**
- **Explore colour and colour mixing.**
- *Mix all the colours together and experiment with colour mixing.*
- *Recognise and name the primary colours being used.*
- **Join different materials and explore different textures:**






*Glue (PVA or glue stick)*  
*Sellotape*

### **Objectives: Being Imaginative and Expressive:**

- **Develop their own ideas and then decide which materials to use to express them.**
- **Join different materials and explore different textures.**

<i>Begin to join flat surfaces successfully</i>	
<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Modelling /initiating new ideas or techniques for example modelling making a picture to display on the wall or in their learning journey books for</li> <li>- Adults utilise Hitherfield Solo Taxonomy Rubrics in order to support children's creativity at the appropriate stage of development</li> <li>- 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</li> </ul>	<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Enjoy exploring different instruments to accompany their favourite songs and rhymes.</li> <li>- Begin to make-believe by engaging in our Role play areas- The home corner and the pet shop.</li> <li>- Making props for their play, e.g. a phone using duplo bricks or a basket for their pet using recycled boxes and fabric.</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Modelling taking different roles for instance vet or pet owner</li> <li>- Modelling using appropriate vocabulary</li> <li>- Modelling making props to support their play</li> <li>- Children will regularly sing festive songs; those that capture the children's imaginations will be sung in their Christmas performance</li> </ul>

### **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