

**Autumn 2 Nursery Medium Term Plan - Through My Eyes**

Possible school visits/Enhancements 11 before 11						Make something special	Make something special
Week	Week 1 06.11.23	Week 2 13.11.23	Week 3 20.11.23	Week 4 27.11.23	Week 5 4.12.23	Week 6 11.12.23	Week 7 18.12.23
Theme	Bonfire Night and Diwali	Celebrations of Achievement	Celebrations of Kindness	Birthdays Around the world	Celebrations of Love	Christmas & New Year	Christmas & New Year
Focus Text	Peppa's Diwali	The Most Magnificent Thing by Ashley Spires	Kindness is my Superpower by Alicia Ortego	Happy Birthday Peppa	Guess How Much I Love You by Sam McBratney	Stick Man by Julia Donaldson	Stick Man by Julia Donaldson
Vocabulary	Diwali light dark fireworks	special wonderful	kind thoughtful	birthday born celebrate	love care feelings	Christmas giving presents cards New Year	Christmas giving presents cards New Year
Area of Learning							
<b>Communication and Language</b> <b>Speaking</b> <b>Listening, Attention and Understanding</b>	I can ask questions to find out more and check understanding.  Show the children photographs and videos of people celebrating Diwali – give children the chance to ask questions about the photos- demonstrate how to ask questions for the children.	I can respond to what I've heard, expressing my thoughts and feelings.  Talk about how they feel when they are praised, given a certificate/sticker. Children to ask and answer questions during circle times and	I can describe what a good friend is.  Children to use language to describe what a good friend is.	I can listen to songs and rhymes and respond by joining in.  Sing happy birthday in different languages.	I can ask questions to clarify understanding.  Show the children different objects of interest and demonstrate to them how to ask questions. Think out loud for them so they know what you were thinking.	I can talk about and sequence the story.	I can talk about and sequence the story.

		key worker group times.					
<p style="text-align: center;"><b>PSED</b> <b>Managing Self</b> <b>Building Relationships</b></p>	<p>I am learning to keep safe.</p> <p>Talk to children about bonfire safety i.e. how to keep safe at a firework display or when using sparklers.</p> <p>I am learning to identify similarities and differences between people and cultures and discuss them respectfully.</p> <p>Share how people around the world celebrate Diwali.</p>	<p>I am learning to explain how I am unique.</p> <p>Talk to the children about the things they enjoy, the things they are good at. Make a class display highlighting their strengths - photos of them in the environment achieving, examples of their work.</p> <p>I am learning that I am part of a family with people who are special to me.</p> <p>Make something for a special person e.g. bracelet/watch.</p>	<p>I am learning to play with one or more children, extending and elaborating play ideas.</p> <p>I am learning to have more confidence in new social situations.</p> <p>Through the lens of kindness, talk about what makes a good friend and talk about what collaborative play looks like with the children – we listen to our friends, we consider their feelings, we take turns, we share our ideas.</p>	<p>I am learning to value the differences between people.</p> <p>I can talk about how others celebrate. (UW)</p> <p>Discuss with children how they celebrate their birthdays. Talk about how some people do not celebrate in the same way or at all.</p>	<p>I am learning to talk about my feelings using words like happy, sad, angry, worried.</p> <p>Talk to the children about the word ‘love’ and how it feels. Ask them who they love and why? Who loves them?</p>	<p>I am learning to identify similarities and differences between people and cultures and discuss them respectfully.</p> <p>Discussion on giving and why we give to others? How does this make people feel?</p>	<p>I am learning to value the differences between people.</p> <p>I can talk about how others celebrate. (UW)</p> <p>Share how people celebrate Christmas.</p>
	<p style="text-align: center;"><b>Physical Development</b> <b>Fine Motor</b> <b>Gross Motor</b></p>	<p>I can skip, hop, stand on one leg – games.</p> <p>I am showing a preference for a</p>	<p>I can skip, hop, stand on one leg - games.</p> <p>I am showing a preference for a</p>	<p>I can use fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb.</p>	<p>I can use fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb.</p>	<p>I can develop different movement styles- hopping, skipping, jumping, climbing, dancing, running.</p>	<p>I can develop different movement styles- hopping, skipping, jumping, climbing, dancing, running.</p>

	dominant hand.	dominant hand.	I am developing my small motor skills to use a range of tools competently.	I am developing my small motor skills to use a range of tools competently.	I can use a range of small tools confidently.	I can use a range of small tools confidently.	climbing, dancing, running.  I can use a range of small tools confidently.
<b>Literacy</b> <b>Comprehension</b> <b>Word Reading</b> <b>Writing</b>	<p>Comprehension and books:          Begin to handle books with care.          Begin to hold the book the right way up and work from left to right.          Begin to recognise own name and those of others.          Begin to take an interest in print in the environment.</p>						
	<p>Word Reading/Phonics:          Environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.          Name recognition.          Begin to recognise signs and symbols in the environment.</p>						
	<p>Writing:          Shapes and lines – gross motor movements.          Straight lines, up and down, wiggly lines, circular movements.          Fine motor activities.          Christmas lists and Diwali/Christmas cards.          Various mark making opportunities across the environment.          Begin to mark-make for a purpose – name on pictures/ ‘writing’ cards, letters and lists.          Begin to use a pincer grip when holding a pencil.</p>						
<b>Understanding the world</b> <b>Past and Present</b> <b>People, Culture and Communities</b> <b>The Natural World</b>	<p>I know the celebrations I take part in and other celebrations my friends take part in.</p> <p>Ask families to share photos of celebrations with</p>	<p>I know what a sculptor does in his/her job.</p> <p>Learn about Andy Goldsworthy through looking at photos of his work.</p>	<p>I know what a sculptor does in his/her job.</p> <p>Learn about Andy Goldsworthy through looking at photos of his work.</p>	<p>I know differences and similarities between myself and others.</p> <p>Start with physical differences, then use the class birthday display to</p>	<p>I am learning that I am part of a family with people who are special to me.</p> <p>Invite family members into a reading session</p>	<p>I know the celebrations I take part in and other celebrations my friends take part in.</p>	<p>I know the celebrations I take part in and other celebrations my friends take part in.</p>

	<p>school. Make a display with the children about the different celebrations.</p> <p>I know about similarities and differences between life at home and in other countries.</p> <p>Talk about the differences – e.g. I celebrate Christmas, you celebrate Eid.</p>			<p>look at further differences.</p>	<p>(e.g. grandparents).</p>		
<p><b>Expressive Arts and Design</b>  <b>Creating With Materials</b>  <b>Being Imaginative and Expressive</b></p>	<p>I am learning to explore artistic techniques in colour.</p> <p>I am learning to explore colours and colour mixing.</p> <p>Make Rangoli patterns with chalk and glitter.</p> <p>Use different paint effects to make firework pictures.</p>	<p>I am learning to place objects like the famous sculptor Andy Goldsworthy.</p>	<p>I am learning to place objects like the famous sculptor Andy Goldsworthy.</p>	<p>I am learning to use different techniques related to colour.</p> <p>I am learning to sing the pitch or a tone sung by another person (pitch match.)</p> <p>I am learning to play instruments with increasing control to express my feelings and ideas.</p> <p>I am learning to use my own ideas and then decide which</p>	<p>I am learning to show different emotions in my drawings and paintings, like happiness, feeling loved.</p>	<p>I am learning to sing the pitch or a tone sung by another person (pitch match.)</p> <p>I am learning to play instruments with increasing control to express my feelings and ideas.</p> <p>I am learning to explore artistic techniques in colour.</p> <p>Make a calendar.  Make a shoe box diorama.  Collage Christmas cards</p>	<p>Continued from last week.</p>

				<p>materials to use to express them.</p> <p>I am learning to join different materials and explore different textures.</p> <p><a href="#">Make birthday cards (link to recognising numerals).</a></p>			
<p><b>Climate Curriculum</b></p>	<p><b>Know that we can use our five senses to explore and celebrate different colours, textures and smells in nature (CC)*</b></p> <p><b><i>Below are Climate Curriculum statements that are ongoing and can lend themselves to learning in the EYFS generally:</i></b></p> <p>Pupils gather a range of positive and playful experiences in nature that stimulate their natural curiosity.</p> <p>Pupils learn songs and rhymes about nature and regularly sing them in natural outdoor spaces. Pupils can choose their favourite natural spaces or items when in their outdoor space.</p> <p>Pupils recycle food packaging from home in their artwork.</p> <p>Pupils have the opportunity to use their five senses to explore the natural world. Pupils experience and observe a range of weather patterns.</p> <p>Pupils can make observations on the day's weather.</p> <p>Pupils gain a growing vocabulary including words such as rain, wind, snow, ice, sun, cold, hot.</p> <p>Pupils spend time outdoors interacting with trees (climbing, gazing, hiding).</p> <p>Pupils take part in actions that positively impact our planet.</p> <p>Pupils are read stories with positive actions and futures.</p> <p>Pupils develop a positive relationship with nature.</p> <p>Pupils spend mindful time in nature listening to different sounds.</p>						