A line of swans with long beaks

Description automatically generated

**As communicators, we will be…**

Making sounds to get attention in different ways.

• Babbling, using sounds like ‘baba’, ‘mamama’.

• Using gestures like waving and pointing to communicate.

• Reaching or pointing to something they want while making sounds.

• Copying gestures and words.

• Constantly babbling and using single words during play.

• Using intonation, pitch and changing volume when ‘talking’.

•Using a wider range of vocabulary.

• Understanding a question or instruction that has two parts, such as “Get your coat and wait at the door”.

• Understanding ‘why’ questions.

• Singing a large repertoire of songs.

•To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc. & to talk about celebrations at home and why they are celebrated.

•To listen to, and follow simple instructions.

**As readers and writers/mark-makers we will be…**

• Saying some of the words in songs and rhymes.

• Copying finger movements and other gestures. • Enjoying drawing freely.

•Developing our phonological awareness, so that we can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial - sound, such as money and mother.

To identify signs and symbols in the environment and recall what they mean.

To know books are special & look after them.

To join in with familiar songs, rhymes, & repeat familiar phrases from simple stories.

To talk about and retell a range of stories

To distinguish between the different marks I make.

To show an interest in my own marks and others marks.

To attempt to copy my name.

Medium term plan Nursery

Autumn 2, 2024

**Four Swannes Primary School**

**As mathematicians we will be…**

• Noticing patterns and arrange things in patterns.

• Comparing sizes using gesture and language - ‘bigger/ little/smaller. • Comparing amounts, saying ‘lots’, ‘more’ or ‘same’

• Comparing quantities using language: ‘more than’, ‘fewer than’. • Developing fast recognition of up to 3 objects, without having to count them individually (‘subitising’) • Experimenting with our own symbols and marks as well as numerals • Making comparisons between objects relating to size •To begin to count out a group of up to 3 objects • Talking about and identifying the patterns around us, for example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. • Talking about and explore 2D and 3D shapes (for example, circles, triangles using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.

• Selecting shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Describing a familiar route.

**Physical Development/P.E.**

•Gradually gaining control of our whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.

• Clapping and stamping to music.

• Using large-muscle movements to wave flags and streamers, paint and make marks.

• Starting taking part in some group activities which we make up for ourselves, or in teams • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm • To put on their coats with some support with zips and buttons • To develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills

Learning about people & the world, we will be…

•Making connections between the features of our own family and other families.

• Exploring collections of materials with similar and/or different properties.

• To be able to identify similarities and differences between themselves and peers.

•To begin to notice changes in my environment.

•To comment on what is happening to the weather and why e.g. I am wearing a scarf because it is chilly • To know that everyone has a birthday & learn how they are celebrated around the world. • To know that some celebrations are specific to some cultures e.g. Diwali is celebrated by Hindus.

Personally, Socially and Emotionally we will be…

•Finding ways of managing transitions, for example from parent to our key person.

• Thriving as we develop self-assurance.

• Looking back as we crawl or walk away from our key person. •Looking for clues about how to respond to something interesting.

•Showing more confidence in new social situations.

• Playing with one or more other children, extending and elaborating play ideas.

• Finding solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

•To name the adults teacher and some of my peers in the setting.

•To begin to initiate play, offering cues to peers to join me.

•To form a special friendship with another child

•To assert my own ideas and preferences & take notice of other people’s responses.

•To learn about daily routines & classroom rules.

•To be aware of behavioural expectations.

•To begin to be independent in self-care but still often need adult reminders.

To tidy toys away when I have finished with them.

Imaginatively and as artists, musicians and designers we will be …

•Responding emotionally and physically to music when it changes.

• Noticing patterns with strong contrasts and be attracted by patterns resembling the human face.

• Starting to develop pretend play, pretending that one object represents another, for example, holding a wooden block to my ear and pretending it’s a phone.

•Responding to what we have heard, expressing our thoughts and feelings.

• Showing different emotions in our drawings & paintings, like happiness, sadness, fear etc.

•To use different colours and materials to make Rangoli Patterns.

•To explore colour and colour mixing.

•To create closed shapes with continuous lines, and begin to use these shapes to represent objects

•To make Christmas cards and decorations

•To join different materials & explore different textures

•To sing familiar Nursery Rhymes.

•To begin to develop complex stories using small-world equipment like animal sets, dolls and dolls houses

**Autumn 2**

**2024**

**‘Knights and Dragons’**

**Castles**

(Working towards 3-4 Year olds)

**4.11 Week 1**

Spark in the sky/Best Diwali ever

**11.11 Week 2**

Princess Smartypants by Babette Cole

**18.11 Week 3**

George and the Dragon by Christopher Wormell

**25.11 Week 4**

Meg’s Castle by Helen Nicoll

**2.12 Week 5**

How to Catch a Dragon by Caryl Hart

**9.12 Week 6**

Jolly Postman by Janet Ahlberg

**16.12 Week 7**

Stickman by **Julia Donaldson**

**Festivals/Special Occasions:** Bonfire Night/Guy Fawkes Diwali (Hinduism) Hanukkah (Judaism) Advent, Christingle & Christmas (Christianity)

**Trips/Experiences:**

Local Church

Christmas Nativity

Boxing up food for a local food bank