



Autumn Medium Term Plan

Superheroes Are Everywhere & Splash/Down in the Jungle



Area of development	Nursery Children will be given opportunities to:	Reception Children will be given opportunities to:
Personal, social and emotional development	• Separates from carer with ease • Hangs coat on peg independently • Beginning to use the toilet independently including washing hands with the prompt of a familiar adult • Beginning to put own pumps on for PE with the support of a familiar adult • Explores new areas and resources • Beginning to try new foods • Beginning to use a fork, spoon and cup • Beginning to understand and follows rules and routines • Develops a relationship with familiar adults • Beginning to play with others	• Comes into the classroom independently and follows the morning routine. • Use the toilet independently including washing hands • Have confidence to try new things. • Independently access resources within the indoor and outdoor classroom • Know how to keep our bodies and minds healthy with food, exercise, screen time and good hygiene. • Understand the importance of good oral hygiene including toothbrushing and visiting the dentist. • Understand the rules and routines of the classroom and be able to follow them. • Share toys with other children. • Talk about different emotions/feelings • From relationships with adults. • Begin to have friends and treat them with kindness. • Listen to other children as they talk to them • Sustain attention for at least 8 minutes in a small and large group. • Follow the set routines in the classroom.
Communication and language	• Listens to and joins in with a song. • Learns and uses new words and vocabulary about our current learning focus. • Begins to use simple sentences to communicate. • Begins to use these new words in their play. • Beginning to listen to stories. • Knows and sings up to 2 Nursery Rhymes or songs. • Beginning to understand simple instructions.	• Listen for 8 minutes in a small or larger group discussion. • Learns and uses new words and vocabulary about our current learning focus • Uses these new words in discussion and in their play. • Shares ideas and communicates in sentences • Uses different tenses when speaking if not always accurate. • Answer questions about their own experiences • Engage in story time • Enjoys listening to stories • Listens to and joins in with nursery rhymes and songs. • Learns at least 8 songs, rhymes and poems by heart. • Beginning to recall information from non-fiction texts through questioning • Begins to join in with discussions, answering questions. • Listen and respond to other children as they talk to them • Understand and follow instructions with 2/3 parts or ideas.
Physical Development	Health and self-care • Hangs coat on peg independently and beginning to put own coat on. • Beginning to put own pumps on for PE but may need some help. • Beginning to run safely on whole foot avoiding obstacles. • Beginning to throw a large ball. • Beginning to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Health and self-care • Copy a range of different movements- running, skipping etc. • Travel around safely • Begin to pass a ball by wither kicking, hitting or throwing. • Use parts of the play trail they are confident with. • Can confidently use large apparatus
	Fine motor skills • Beginning to be interested in books and turn the pages (may be a few at a time). • Beginning to explore scissors and how and what they are used for. • Sometimes holds pencil in a preferred hand to make marks on paper	Fine motor skills • Sit at with a good posture at a table. • Hold a pencil in a preferred hand with a tripod grip. • Use a fork and spoon effectively when eating. • Begin to use a knife under supervision
Literacy	• Beginning to engage in extended conversations about stories • Knows and sing 2 nursery rhymes/familiar songs • Shows interest in illustrations in books • Holds a book and turns the pages correctly. • Beginning to enjoy listening to and sharing a wide range of books • Beginning to show and use a dominant hand when using writing tools to make marks.	• Know all single letter sounds • Blend simple cvc words for reading • recognise 5 key words- I, go, no, to, the • answer simple questions about what is read to them • know at least 8 nursery rhymes/songs by heart • identify title and predict what the book might be about



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	- Sometimes gives meanings to the marks which they make (drawing and painting). - Beginning to use words to communicate. - Beginning to trace and copy their name.	- Writes first name - Hold a pencil in preferred hand with tripod grip - Hears and writes initial sound in a word - Use Fred Fingers to write cvc words
Maths	- Recites numbers to 3. - Beginning to show 'finger numbers' to 3. - Beginning to count objects saying 1 number name for each item. - Confidently gets 1 from a larger group. - Beginning to compare groups of objects saying which has more. SSM: - Beginning to recognise some 2D shapes - Beginning to select shapes appropriately for task. - Continue a simple pattern (1 type classification e.g. red/blue/ big/small etc.	- Recite numbers forwards from 0 to 20 - Recite numbers backwards from 20 to 0. - Subitise amounts to 3 - Count up to 5 objects with 1-1 correspondence. - Count up to 5 objects out of a large amount accurately - Compare amounts by saying which number is greater, which is less or equal to 10 SSM: - Recognise 2d shapes (circle, square, triangle, rectangle). - Recognise 3d shapes (sphere, cube, cuboid, cylinder). - Continue an AAB/ABC repeating pattern. - Create their own repeating pattern.
Understanding the world	- Can say where they live and who they live with - Beginning to use some of their senses in hands-on exploration of natural materials. - Talks about familiar people - Imitates new/familiar experiences in imaginative play - Beginning to talk about significant experiences in their life - Can name 4 people who help us and sometimes say how - Name at least 6 basic body parts - Begin to use their senses in hands-on exploration of natural materials. - Begin to explore how things work.	- Talks about family and friends - Talk about events and experiences with family and friends. Adding increasing detail in. - Name at least 8 people who help us and say how. - Talk about different celebrations and how people celebrate these. - To name most body parts including knee, wrist, ankle. - To name the 5 senses and the parts of the body they are connected to. - To Talk about animals and their homes - To recognise and understand floating and sinking.
Expressive arts and design	- Beginning to know, recognise and sing some familiar songs. - Begins to explore instruments. - Beginning to enjoy listening to music. - Knows all primary colours. - Beginning to enjoy exploring colour mixing. - Beginning to paint lines and circles, sometimes giving meanings to them. - Begins to explore new materials and resources within the creative area. - Beginning to explore scissors. - Begins to explore available construction resources. - Beginning to enjoy playing with small world toys. - Beginning to explore the role play area and acts out familiar everyday routine.	- Sing songs from memory on their own or in a group, using a singing voice. - Explores and engages in music making on their own - Investigates the different sounds the instruments make, making observations about what they can hear. - Listen to different pieces of music, saying what they like and dislike. - Listens to music and responds with movements to what they hear. - enjoy investigating colour mixing, talking about what they have done. - Creates own models using junk modelling. - Share their own models, talking about what they have made and answering questions. - Develop a storyline in their play based on first hand experiences. - Role play familiar experiences, using available resources to enhance their play. - Uses new and learnt vocabulary in their role play
Sticky Vocab		
Ourselves	Me, I, eyes, nose, mouth, hair, head, hands, legs, arms	Me, shoulder, knee, elbow, ankle, 5 senses
Family	Family, mum, dad, brother, sister, home, live	Family, grandparents, old, young, baby, grown up
People who help us	Police officer, Doctor, Dentist, Firefighter, help, teeth, hurt, lost, fire	Police Officer, paramedic, nurse, vet, ambulance, hero, job
Superheroes	Superhero, save, move, superpowers, scared, costume	Superhero, rescue, peril, danger, bravery, courage, disguise
Autumn	Autumn, leaves, sticks, red, yellow, brown, shape, size	Autumn, colourful, crunchy, falling, season, conker, windy,
Bonfire Night/Diwali	Bonfire Night, Diwali, fireworks, colours, lines, swirl, hot, fire, safe	Bonfire Night, Diwali, celebration, November 5 th , Guy Fawkes, bright, sparkler, diva pot
Sea Creatures	Sea, water, fish, shark, whale, turtle	Sea, ocean, octopus, jellyfish, starfish coral reef, deep dark ocean,
Down in the jungle	Jungle, lion, zebra, elephant, tiger, snake	Jungle, parrot, monkey, Amazon River, trees, camouflage, endangered