



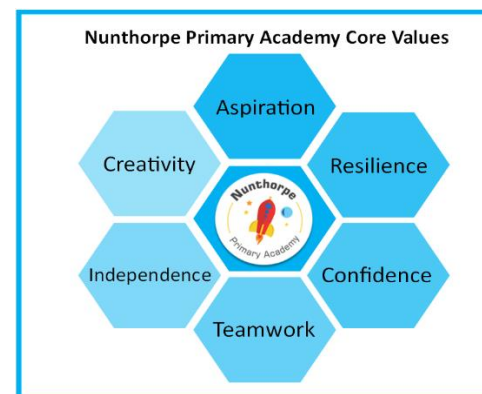
## MEDIUM TERM PLANNING | UNIT OBJECTIVES

### Nunthorpe Primary Academy



## *The Great Outdoors*

Year Group: Nursery  
Autumn 1 (Year 1 of rotation)



Characteristics of Effective Learning		
Playing and Exploring – engagement	Active Learning – Motivation	Creating and Thinking Critically
Finding out and exploring Playing with what they know Being willing ‘to have a go’	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.	Having their own ideas Making links Choosing ways of doing things
Intent, Vision and Values		
The first half term in Nursery is carefully structured to support children settling in, gaining confidence in new social situations and forming strong relationships with staff and peers so that they feel safe to express their thoughts, feelings and ideas. Carefully planned, first hand experiences, both inside and outside the classroom, will provide children with the opportunities to share their experiences, develop a love for language, enhance their physical skills, promote curiosity and build resilience as they learn to problem solve. Weekly focused activities during 1:1 and small group adult interaction will scaffold and eventually refine children’s skills as they experience the provision detailed below.		



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Communication and Language	Skills	Overview
Listening and Attention	<ul style="list-style-type: none"><li>Children demonstrate good listening behaviour towards peers by holding eye contact and turn taking for short periods.</li><li>Children will enjoy listening to a range of stories and may recall events and answer questions such as “why do you think Goldilocks went into the house?”</li></ul>	<p>Children will work in small groups to complete listening and attention activities such as BLAST and early phonological awareness games. Children will read We’re Going on a Bear Hunt and Goldilocks. They will enjoy listening and retelling the story with small world resources. A home corner will be set up in the nursery classroom for children to act out their own experiences. Adults will model and support conversations, listening and responding skills while working with children in the role-play area. Children will be encouraged to follow instructions during focused sessions and BLAST activities. Weekly baking and focused snack sessions will allow children to follow directions and listen to others in small groups.</p> <p>Children will be encouraged to maintain their attention during 1:1, small and whole group activities.</p> <p>Use circle time for children to learn expectations and rules on how to listen to each other and take turns in sharing ideas.</p>
Speaking	<ul style="list-style-type: none"><li>Pupils will share their own experiences and begin to use new vocabulary to connect ideas.</li></ul>	<p>Children will be able to talk about their own experiences during circle times and in the role play area. Children will share ideas and recall events from We’re Going on a Bear Hunt and Goldilocks using small world play. Children will be encouraged to talk about their drawings and paintings, talking about the marks they have made and explaining what they represent.</p> <p>During baking activities, children will discuss the steps taken to make porridge, cakes, bread etc.</p> <p>Through the construction area children will be supported to build a bear’s cave or cottage.</p>



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		<p>Children will go on a Bear Hunt in the outdoor area and talk about what they have seen or what they are looking for using new vocabulary.</p> <p>Children will create leaf men after reading Leaf Man story, they will describe what they have used and why they used it.</p> <p>Children will explore the changes in seasons and explain their knowledge and understanding.</p>
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Personal, Social, Emotional Development	Skills	Overview
<ul style="list-style-type: none"><li>Self- Regulation</li><li>Managing Self</li><li>Building Relationships</li></ul>	<ul style="list-style-type: none"><li>Children will increasingly follow rules and routines. For example, hanging their coats and bags on their pegs and finding their owl registration name.</li><li>Children will begin to demonstrate turn taking by working with an adult to share resources.</li><li>Children's interests will lead their play, evident as they participate in particular areas within the classroom. For example, choosing an activity as they enter the setting or with support from an adult.</li><li>Children will develop a sense of responsibility and membership as they complete appropriate tasks such as tidying an area that they played in.</li></ul>	<p>Children will be supported to work alongside their peers in different areas of the classroom. They will use circle time activities to create/ learn the rules of the setting.</p> <p>Children will be praised and rewarded for kind behaviour and sharing/ taking turns.</p> <p>P.E, yoga, autumn walks and an EYFS trip will give children the opportunity to work in a different environment. Children will be given clear and consistent rules. Adults will model how to behave in different areas of the school.</p> <p>Children will be supported to find and initiate activities in the EYFS setting. Children will use visual cues such as instruction cards or how many children in an area cards to support independence in the setting. Children will work with an adult to complete simple tasks and activities. Children will be given instructions to follow. Stickers, rocket behaviour system and verbal praise will be given for good behaviour and work.</p> <p>Adults will begin to form relationships with children by working in areas of the classroom with them, talking about experiences and own interests.</p>



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- Pupils will seek out adults for help and play happily alongside other children when they feel comfortable. They will begin to extend ideas in play depending on common interests and show friendly behaviour by initiating conversations.

The home corner will give the children the opportunity to share ideas, develop play and talk about their experiences and wider relationships outside of school in-keeping with this terms RSHE focus - relationships. Children will be encouraged to discuss their families, who they live with, what makes them happy and what they can do to help others during circle time and whilst exploring role play resources. Children will share what they have been doing in the summer holidays/ weekends.

Adults will encourage children to seek support and will model how to ask for help if necessary.

Children will have the opportunity to form and develop friendships by playing group games such as baby bear, baby bear, bug in a rug and the name game to help identify names of peers. Children will learn other children's names and find common interests in the classroom. Adults will spend time getting to know the children, form relationships and build confidence when talking to each other.

Physical Development	Skills	Overview
<ul style="list-style-type: none"><li>Gross Motor Skills</li></ul>	<ul style="list-style-type: none"><li>Children will develop their gross motor skills as they experiment with various ways of moving such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li><li>Children will demonstrate increasing control when running and negotiate space as they</li></ul>	<p>Children will spend time playing in the EYFS outdoor area. They will have the opportunity to use the climbing equipment and develop gross motor skills.</p> <p>P.E sessions will focus on balance and movement. Children will use benches and horses to move in different ways and practice jumping from different sized apparatus.</p>



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<ul style="list-style-type: none"><li>Fine Motor Skills</li></ul>	<p>adjust speed and direction to avoid play equipment.</p> <ul style="list-style-type: none"><li>Children will strengthen their gross motor movements as they enjoy mark making activities that involve drawing vertical lines and anticlockwise/clockwise movement.</li><li>Children will engage in activities to develop a dominant hand and a comfortable grasp using their thumbs and two fingers using a whole-hand grasp less frequently.</li></ul>	<p>Children will play games, which involve running and chasing such as what is the time Mr Wolf? They will move around obstacles to avoid the wolf.</p> <p>Children will go on a Bear Hunt around the outdoor area. They will move in different ways depending on the actions from the story e.g 'tip toe, tip toe, tip toe'</p> <p>Children will join in with Squiggle Whilst you Wiggle sessions to support gross motor movement.</p> <p>Pupils will complete weekly mark making activities based on themes or current interests. Children who need additional support with pencil grasp will have physical interventions 2/3 times a week. Weekly tinker table activities will be planned to support fine motor development.</p>
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Literacy	Skills	Overview
<ul style="list-style-type: none"><li>Comprehension</li><li>Word Reading</li></ul>	<ul style="list-style-type: none"><li>Listen to rhyming books and sing nursery rhymes as they begin to develop phonological awareness.</li><li>Join in with repeating rhymes in familiar stories and anticipate key events and phrases.</li><li>Begin to recognise familiar words and signs within the setting such as their owl registration name.</li><li>Independently explore books in the reading corner, handling them with care, and begin to</li></ul>	<p>Children will be able to retell the stories, We're Going on a Bear Hunt and Goldilocks using some story language, repeated refrains and phrases. They may also apply this in role-play, puppet play and mark making activities. Children will listen to a range of stories, which are linked to the key texts for the term (see 'Possible Linked Texts' section).</p> <p>Children will listen to rhyming stories and practise alliteration and rhyme when completing phonics activities.</p> <p>Children will answer questions about the key texts, using their knowledge of the text and illustrations to support recall.</p>



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<ul style="list-style-type: none"><li>• Writing</li></ul>	<p>understand that information can be found in them.</p> <ul style="list-style-type: none"><li>• Sometimes give meaning to marks made when they draw and paint.</li><li>• Give meaning to marks they see across the setting such as phonics sounds.</li></ul>	<p>Through carefully planned phonic teaching, children will begin to identify phonics sounds. Adults will support children to sort objects by initial sounds. Children will practise identifying familiar signs and logos. Children will use name cards and self-registration cards to recognise their name. Children will have access to stories in the reading area.</p> <p>Children will use the handwriting rhymes in phonics sessions to begin to learn letter formation. Children will use whiteboards and pens to practise writing letter sounds. A variety of mark making/ writing opportunities linked to We're Going on a Bear Hunt and Goldilocks and other books, will give children opportunities to make marks and form letter sounds to represent spoken words and phrases. There will also be opportunities for children to write freely and independently, in the role play area, for a variety of purposes. Possibilities include writing lists, messages, labelling a drawing, taking telephone messages and taking orders. These will be early mark making opportunities. Children will explain what they have written while discussing writing with adults.</p>
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Mathematics	Skills	Overview
<ul style="list-style-type: none"><li>• Number</li></ul>	<ul style="list-style-type: none"><li>• Spontaneously use mathematical number names accurately in play.</li><li>• Recite numbers in sequence to 10.</li><li>• Begin to represent numbers up to 5 using fingers when singing numbers songs and counting.</li></ul>	<p>Children will be given Numicon and number resources in many areas of the classroom. They will begin to identify smaller Numicon shapes from memory. Children will play games with Numicon during number sessions.</p> <p>Children will sing number songs at the start of maths sessions. They will join in with singing and use actions and fingers to practise counting and representing numbers.</p> <p>The children will practice counting in sequence and begin to identify and order numbers on a number line 1-5.</p>



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<ul style="list-style-type: none"><li>Number Patterns and relationships</li></ul>	<ul style="list-style-type: none"><li>Can count objects and develops an understanding that counting can be applied to other concepts such as when walking up or down steps, how many claps or jumps they or others do.</li><li>Use new mathematical language such as “more than” or “less than” to compare the quantities of objects and can state when these quantities are the same.</li></ul>	<p>Children will practise adding and taking away while singing number songs. Children will count actions while playing outdoors and in P.E sessions.</p> <p>Children will use counting bears, which will link to the theme for the half term. Children will use small groups of numbers to practise identifying more and less. They will be supported to count using 1:1 correspondence.</p> <p>The children will look at the properties of 2D shapes and find shapes within the environment. The children will use shapes and natural materials, such as conkers, leaves and pine cones, to arrange them into patterns and pictures.</p> <p>The children will order shapes and objects in size and colour, using terms such as bigger and smaller, biggest, smallest.</p> <p>The children will enjoy playing prepositional games such as hide and seek outside and with a bear as they are encouraged to use prepositional language such as “under”, “on top of”, “behind”.</p>
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Knowledge and Understanding	Skills	Overview
Past and Present	<ul style="list-style-type: none"><li>Begin to understand concepts such as growth, decay and changes within natural materials over a period of time through hands-on experience. For example, going on an autumn walk and discussing seasons and changes in weather.</li></ul>	<p>Children will explore the changes of the seasons when learning about autumn. They will go on a Bear Hunt and identify signs of autumn. Children will talk about the changes of plants and weather. Children will look at different animals that live in the woods. They will talk about how to care for these animals during colder seasons.</p> <p>The children will think about the bear at the end of We’re Going on a Bear Hunt. They will think about how he is feeling and why –</p>



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The Natural World	<ul style="list-style-type: none"><li>• Show concern and care for living things and the natural environment.</li><li>• Show interest in the world around them by asking questions such as “why do the leaves fall off the trees?”.</li></ul>	<p>discussing friendships and how to make others happy as part of RSHE. In circle time activities, the children will have the opportunity to recall and retell past experiences within their familiar environment.</p> <p>Children will ask questions and talk about what they have observed while on an autumn walk to the woods. They will collect signs of autumn and explore them in the investigation station. The children will look at different types of bear species and their habitats and make some comparisons.</p>
People, Cultures and Communities	<ul style="list-style-type: none"><li>• Remember significant events in their life and openly discuss these in their own experience.</li></ul>	<p>Children will be encouraged to use their own experiences to influence play in the home corner. They will share experiences of birthdays, family celebrations and weekend adventures.</p>

Expressive Arts and Design	Skills	Overview
Exploring and using media and materials	<ul style="list-style-type: none"><li>• Draw and paint with a range of materials, tools and techniques.</li><li>• Explore various materials and their textures to utilise them to express ideas and create a desired effect.</li></ul>	<p>The children will use paint to represent their experiences. Children will explore textiles as they create a bear mask to go on a bear hunt through the outdoor area. The children will be encouraged to explore stamping as they use 3 different sized potatoes to represent the three bears footprints from Goldilocks. Through focused snack time, the children will make their own porridge, discussing the ingredients used, method and textures.</p>





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Being imaginative and expressive	<ul style="list-style-type: none"><li>• Pupils will explore, use their voices and make sound whilst singing nursery rhymes and number songs.</li><li>• Use musical instruments appropriately.</li><li>• Make and use imaginative small world areas to develop complex story telling.</li></ul>	<p>As the children learn about autumn they will collect autumnal resources to make prints and create some leaf art.</p> <p>Children will sing along to Michael Rosen's 'We're Going on a Bear Hunt' and express themselves as they learn actions. The children will explore sound using musical instruments to mirror parts of the story, learning how to play each instrument correctly and joining in with instrumental and body percussion tasks.</p> <p>In the construction and small world areas, the children will have access to a range of materials to recreate and retell the story of We're Going on a Bear Hunt and Goldilocks.</p>
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Trips and Experiences	Possible Linked Texts	RSE Texts for Relationships
Autumn walk to the woods as EYFS unit. Bear hunt in the school grounds.	We're going on a leaf hunt Leaf Man Where's my Teddy Eddie? Brown Bear, Brown Bear what do you see? Oliver's Vegetables Alone in the Woods Red Leaf, Yellow Leaf A Chair for Baby Bear	The Colour Monster My Grandparents Love Me There's Going to Be a Baby My Mum is a Super mum I Love You Daddy All Are Welcome.

Assessment



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**Autumn 1 (Year 1 of rotation)**

During the first two weeks in Nursery, staff will make skilful observations of the children as they play. This information will be used to identify their starting points in all key areas of development. The observations will be recorded in an entry to Nursery narrative document'.

Staff will also regularly record observations using 'Evidence Me', to document learning within the setting. They may also suggest next steps which parents can read and contribute to digitally. Children will draw their own 'pencil portraits' termly and staff will annotate this, commenting on pencil grip and fine motor development.