



Journeys

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		
<p>This unit of planning focuses on building on foundation skills learned in the first half term. Children will apply and build on these skills as they explore the journeys of vehicles and letters. Children will learn new concepts and make links with their own knowledge and understanding. The learning environment will enhance new language related to the topic. Whilst specific activities are planned, staff equally value the rich opportunities that comes from collaborative work and the impact this has on children’s independence and drive toward their own learning – especially when adults skilfully scaffold these teaching moments. During this half term, there will be a key focus on providing children with a plethora of opportunities to solidify the skills detailed below.</p>		



Personal, Social, Emotional Development	Skills	Overview
<ul style="list-style-type: none">● Self- Regulation ● Managing Self ● Building Relationships	<ul style="list-style-type: none">● Express their feelings using words such as “sad” and “angry”.● Children will gradually take turns with resources; sometimes with support from an adult.● Remember rules without needing to be reminded by an adult. ● Selects resources and engages appropriately in activities throughout the classroom to achieve intended goal.● Children will enjoy the company of other children. E.g playing alongside their peers or seeking others out. ● Can play with individuals or small groups, extending and elaborating play ideas,	<p>Children will be supported to work alongside their peers in different areas of the classroom. Children will use circle time activities to recap the rules of the classroom and discuss their thoughts and feelings. Children will be praised and rewarded for kind behaviour and sharing/ taking turns. P.E & BLAST will give children the opportunity to work in a different environment. 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 clues 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 with two parts to follow. Stickers, rocket behaviour system and verbal praise will be given for good behaviour and work. Adults will build upon relationships with children by working in areas of the classroom with them, talking about experiences and own interests and encouraging them to play alongside others. The train station will give the children the opportunity to talk about their holiday experiences. Children will share what they have been doing over the half term holidays/ weekends. Adults will encourage children to seek support and will model how to ask for help if necessary.</p> <p>Children will be given directed tasks which encourage and nurture relationships with others, such as role play, small world and</p>



	<p>depending on common interests and experiences.</p> <ul style="list-style-type: none"> • Demonstrates friendly behaviour and forming good relationships with peers and adults by beginning to initiate conversation or making gestures to others. 	<p>construction tasks. The children will complete tasks that require them to work as a team such as number ordering, present wrapping and whole group games. They will work in small groups and be supported to share ideas to develop play. Children will have the opportunity to form and develop friendships by playing group games. Children will sing songs such as, We're going on a train ride.</p> <p>Children will learn and use 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.</p>
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Physical Development	Skills	Overview
<ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills 	<ul style="list-style-type: none"> • Can stand momentarily on one foot when shown by an adult. • Can catch a large ball. • Continue to develop their gross motor skills as they use large muscle movements to wave flags, streamers, paint and make marks as they join in with Squiggle sessions. • Children will choose appropriate resources to meet a goal and model increasing control and safety when handling these objects, sometimes working as a team to safely carry objects. • Hold a pencil comfortably between thumb and two fingers, demonstrating increasing 	<p>Children will spend time playing in the EYFS outdoor area. They will have the opportunity to use the climbing equipment to develop gross motor skills.</p> <p>P.E sessions will focus on multi-skills, the children's coordination, spatial awareness, movement and balance.</p> <p>Children will play games, which involve running, chasing and avoiding others. They will move around obstacles and work together to safely handle heavier objects.</p> <p>The children will use musical instruments and move in different ways to follow a train journey, depending on which instrument is played.</p> <p>Children will join in with Squiggle Whilst you Wiggle sessions to support gross motor movement. Interventions will target and support children who need to develop their gross motor skills.</p> <p>Children will complete weekly mark making activities based on the story or current interest of the children. The children will have</p>



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	<p>control and use a whole-hand grasp less and less.</p> <ul style="list-style-type: none"> • Demonstrates a preference for a dominant hand. • Can copy some letters, e.g. letters from their name. 	<p>their name cards available and be encouraged by an adult to copy letters of their name. Children will mark make in role play areas, creating tickets, booking forms, menus, receipts & lists for a suitcase. The children will strengthen their fine motor skills through finger exercise songs before every phonics session. The children will be given tasks using playdough that are linked to the topic to support their fine motor skills. E.g using different rolling pins to create train tracks and wheel marks, shape cutters to create characters and animals from the stories and using vehicles to test what marks they make.</p> <p>Children who struggle with pencil grasp will be supported by 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"> • Comprehension • Word Reading 	<ul style="list-style-type: none"> • Children will demonstrate awareness of rhyme and alliteration as they read rhyming stories and practice spotting rhyming pairs in phonics. • Pupils will maintain their attention as they listen to a variety of stories and answer questions on key texts so that they become aware of the way stories are structured. • Children will suggest and anticipate how stories might end. • Children will look at the different components of a book as they discuss the 	<p>Children will be able to retell the stories including The Train Ride, using the repetitive rhythms, 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 below for some examples).</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> <p>Through carefully planned phonic teaching, children will begin to identify phonics sounds. Adults will support children to sort</p>



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<ul style="list-style-type: none"> • Writing 	<p>front cover and blurb, understand that print carries information and learn the importance of looking after books and turning the pages in order from left to right.</p> <ul style="list-style-type: none"> • Increasingly assign meaning or purpose to marks made as they draw and paint using a variety of media. • Children will increasingly ascribe meaning to marks that they see throughout the environment such as phonics sounds. • Begins to break the flow of speech into words. 	<p>objects by initial sounds and play games such as Silly Soup, initial sound bingo and What's Gone. Children will practise identifying familiar signs and logos. Children will use name cards and self-registration cards to recognise their own name. Children will have access to topic stories and key vocabulary in the reading area and around the classroom and outdoor area. Adults will support children to appropriately hold and use books and discuss the various parts of a book when choosing a story to read.</p> <p>Children will use the handwriting rhymes in phonics sessions to begin to form sounds and use whiteboards and pens to practise writing letter sounds. Children will take part in a variety of mark making/ writing opportunities linked to Train Ride and other books listed below. Children will be given the 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 for a variety of purposes. Possibilities include writing lists, messages and labelling a drawing. 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"> • Number and Number Patterns 	<ul style="list-style-type: none"> • Children will use some number names when engaging in play and begin to comment, start discussion and ask questions about numbers, demonstrating curiosity. • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 	<p>This half term will focus on the number 1 and 2. The children will show the number 1 and 2 with their fingers and by counting objects. The children will be shown 1 and 2 in lots of different formats, for example, in a fives frame, on dice, using everyday objects.</p> <p>Children will access Numicon resources in many areas of the classroom. Children will begin to identify smaller Numicon shapes from memory. Children will play games with Numicon.</p>



<ul style="list-style-type: none"> Patterns 	<ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Subitise one, two and three objects (without counting). Recites numbers in order to 10 as they sing songs. To extend and create ABAB patterns – for example, stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Explore and add to simple linear patterns of two or three repeating items Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	<p>Children will sing number songs. Whole group maths sessions will support children's number recognition of numbers 1-5. Children will use resources to practise counting and sorting objects into groups. Children will explore more and less. They will be supported to count using 1:1 correspondence. They will use actions and fingers to practise counting and representing numbers.</p> <p>Using different objects, for example, teddies, counters, animals, cubes, the children will be shown different patterns. They will be encouraged to extend the patterns and say which comes next. The children will be shown patterns with mistakes in them, the children will be encouraged to explain what is wrong with the pattern. The children will create patterns sounds and movement, using clapping, instruments and different body movements.</p>
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Knowledge and Understanding	Skills	Overview
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<p>Past and Present</p>	<ul style="list-style-type: none"> Children will begin to make sense of their own life-story and family's history as they discuss memories and significant events/celebrations. 	<p>Children will think about past and future events while talking about holidays, family celebrations and upcoming events such as Christmas/ bonfire night. The children will use these experiences to influence their play and create narratives based on their recall.</p>
<p>The Natural World</p>	<ul style="list-style-type: none"> Children will use all their senses in hands-on exploration of natural materials and use new vocabulary to ask questions, explore how things work and explore the natural world around them. 	<p>The children will be encouraged to talk about the differences and changes in seasons that they have observed and the effects on the world around them. Children will use large tea pots and metal dishes to make silly soups. They will explore a variety of materials such as basil, lavender, cloves and oranges and use these outside.</p>
<p>People, Cultures and Communities</p>	<ul style="list-style-type: none"> Learn how people celebrate special events and some of the customs linked with religious festivals. Pupils will show interest in the lives of people who are familiar to them and of different occupations discussing similarities and differences. 	<p>Children will learn about the Hindu festival of Diwali. They will watch short video clips and share books to help learn about the festival of light and the reasons Hindu's celebrate. Children will be able to explain some customs and traditions associated with the festival.</p> <p>Children will be encouraged to use their own experiences to influence play in role play areas. They will share experiences of birthdays, family celebrations and weekend adventures.</p>

Expressive Arts and Design	Skills	Overview
<p>Creating with Materials</p>	<ul style="list-style-type: none"> Explore various materials and their textures to utilise them to express ideas and create a desired effect. 	<p>Children will use a variety of media as they create a variety of crats for various occasions such as salt fireworks, junk model rockets, alien headbands, playdough and Christmas crafts. Children will use ingredients to create a focused snack, exploring textures, smells and tastes.</p>



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<p>Being imaginative and expressive</p>	<ul style="list-style-type: none"> • Pupils will create their own songs or improvise a song around one they know. • Use musical instruments with increasing control to represent feelings. 	<p>The children will learn songs to perform a Christmas Nativity and share Christmas songs they have learned at home. They will perform actions to compliment these. All pupils will be encouraged to play instruments with increasing control to express their feelings and ideas.</p>
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Trips and Experiences	Possible Linked Texts
	<p>Oi! Get off our Train The Run Away Train The Naughty Bus The Little Red Train Stickman The Jolly Christmas Postman The Gingerbread Man</p>

Assessment
<p>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'.</p> <p>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.</p>