

Medium term plan Autumn term 1 Nursery



A unique child

Positive relationships

- Settling in and separating from parents/carers.
- Self-registration with name card.
- Getting to know what children can do and what they enjoy through playing with children, observations and talking with parents.
- Developing independence e.g. toileting, washing hands, accessing resources, lunch routines, choosing where to play and who to play with.
- Talking about ourselves by sharing our "All about me" books
- Developing understanding and talking about feelings

- Getting to know children and families through home visits, discussions with parents and carers, transition visits.
- Supporting children by working closely with parents and staff key people in initial settling period.
- Sharing "All about me" books with our class to get to know about our families.
- Learning each other's names.
- Playing cooperatively.
- Learning to behave in a range of situations.
- Learning about the responsibilities of being a "Banks Lane Infant".
- Parents contributions to learning journey valued, Grand Parents Day.
- Celebrating key festivals e.g. Harvest festival.

- Becoming familiar with the environment.
- Continuous provision – open ended resources easily accessible; sand, water, construction, creating and making, books, music, role play, malleable materials, mark making, small world.
- Learning where things are indoors and out.
- Caring for the environment e.g. looking after resources, tidying up.
- Learning daily routines.
- Understanding 'Stop' and 'Go' signs.
- Getting to know snack and meal routines.

- Introducing books corner.
- Learning through our range of core books eg "What I Like About Me!" by Allia Zobel-Nola
- Learning routines and expectations for Circle Time eg sharing books before Circle time starts.
- Focus on a range of songs and rhymes including number rhymes.
- Accessing the wider curriculum e.g. hall, meal times, outdoor classroom
- Music - reinforce pulse, move rhythmically, develop melodic sense, join in with dancing and ring games through call and response.

Enabling environments

Learning and development

Medium term plan Autumn 2 Nursery



A unique child

- Developing confidence
- Continuing to get to know what children can do and enjoy through playing with children, observations and talking with parents.
- Planning for individual children's interests and next steps in development through observations.
- Self-registering with name card, one way into reading and writing.
- Developing play and learning through children's interests.
- Encouraging children to use all their senses.
- Building on independence skills e.g. completing a self chosen task.
- Supporting children in assessing their own risk.

- Learning daily and weekly routines.
- Continuous provision – expand to include range of equipment and materials accessible as skills are taught e.g. ICT, paint other creative media, tales toolkit, parachute and ring games, action songs and rhymes.
- Beginning to manage winter clothing independently.
- Planting bulbs and playing outdoors in all weathers.
- Building confidence in managing the environment.
- Visits out e.g. Walking around our woodland area, using mindful garden.
- Develop vocabulary through use of labels and images indoors and outside.
- Visual timetable to aid with what is happening in Nursery.
- Visit to post box—Letter home.

Positive relationships

- Continuing to build relationships with staff across Banks Lane Nursery.
- Building friendships.
- Learning to respect and take care of each other.
- Being polite to each other and developing shared values.
- Celebrating key festivals e.g. Remembrance Day, St Andrews Day, Christmas, Christmas sing-a-long for children.
- Involving parents in learning journeys about their child's interests and ways they learn.
- Parents evening for parents to discuss learning and play.
- Library book loans begin.
- Parent and carers volunteering and visitors sharing experiences.

- Learning through our range of core books eg "The Happy Hedgehog Band" by Jill Barton.
- Tales Tool kit embedded in practice, children using language through out the day.
- Joining in with adult led sessions e.g. conker rolling, planting bulbs, drawing myself.
- Cooking together, preparing snack, spreading skills.
- Music - Copy similar short rhythmic patterns, recognise short and long sounds, listen to a wide range of music
- Developing balance and control and body awareness – moving cooperatively in a group and developing awareness of space.
- Adults support language development by modelling ways to talk to our friends.
- Building listening skills using Letters and Sounds phase 1. Starting alphabet names and sounds.

Enabling environments

Learning and development

Medium term plan Spring 1 Nursery



A unique child

Positive relationships

- Extending how children learn e.g. finding out and exploring, being involved and concentrating and choosing ways to do things.
- Planning for individual children's next steps in development.
- Increasing independence in self-care and awareness of healthy eating and exercise.
- Children recording and reviewing their own learning through use of Seesaw, photographs, display, Tales Toolkit book etc.
- Experiencing pyjama and hot chocolate day.

- Develop sensitivity and listening to others, negotiating and collaborating.
- Name and talk about feelings making it clear that all feelings are acceptable but not all behaviours are. Ask children for their own ideas of what might help others when they are sad or cross.
- Celebrating key festivals e.g. Chinese new year, Valentine's day, Bird Watch.
- Soft toy to visit homes to encourage children to talk about what they did at the weekend. Seesaw record.
- Parents survey.
- Parent and carers volunteering and visitors sharing experiences.

- Circle time, developing listening and attention
- Responding to the weather through exploring and questioning e.g. ice melting, freezing.
- Continuous provision – enhance through additional resources in response to children's interests e.g. plan and develop a new role play area such as 'vets' with the children or make collections of natural resources for creative play.
- Continuous provision – develop skills in using small and large equipment e.g. scissors, tape, staplers, spades, barrows.
- Use talking mats and photographs at snack table to develop conversation starters.

- Learning through our core books eg 'Snowmen at Night' and other traditional tales.
- Making up own stories using Tales Toolkit aprons and shelves with support.
- Use stories and everyday activities e.g. snack to calculate, compare sizes, measure and order.
- Cooking based on stories.
- Learning about healthy bodies; diet, exercise, sleep.
- Music - Use instruments to keep pulse, different rhythms through dance, experience basic musical concepts through mark making
- Developing balance and control and body awareness – movement through drama and using our imaginations.
- Using narratives in play.
- Continue with Letters and Sounds Phase 1 and alphabet activities.

Enabling environments

Learning and development

Medium term plan Spring 2 Nursery



A unique child

Positive relationships

- Use faces / whiteboard activities / talking mats for children to be able to share feelings with others.
- Developing play and learning through children's interests.
- Planning for individual children's next steps in development.
- Encouraging children to use all their senses.
- Building on independence skills e.g. completing a self chosen task.
- Supporting children in assessing their own risk.

- Use circle times for recalling stories about when they felt sad, lonely, excited etc.
- Model and involve children in finding solutions to problems and conflicts Tales Tool kit language used daily.
- Encourage children to think about the viewpoints of others.
- Celebrating key festivals e.g. St. David's Day, St. Patricks Day, Shrove Tuesday, Holi,, Mothering Sunday, World Book Day, Easter.
- Parent evening.
- Parent and carers volunteering and visitors sharing experiences.

- Explore and observe changes to the weather, day light, new life, life cycles and growth (links to tadpoles, hatching chicks and caterpillars).
- Continuous provision – use opportunities to explore initial sounds relevant and interesting to children e.g. own name, days of the week, guessing games.
- Tidying up – use opportunities to sort, match, categorise and count.
- Interactive display – curiosity table.
- Develop vocabulary through interactive activities and displays.
- Visits from builder, Fire safety talk and Dental Nurse.

- Learning though our core books e.g. "I want to Be" by Tony Ross and Hairy Maclarey collection.
- Enjoy and recite repeated refrains in familiar stories.
- Explore change in materials e.g. water, paint, clay, cooking.
- Develop dance e.g. Irish dancing for St. Patrick's day.
- Calculate and problem solve through practical daily routines e.g. register, snack, tidying up
- Music - Identify well-known songs through melody only, Clap rhythm of syllables of words e.g. names, fruits.
- Developing balance and control and body awareness – moving with a partner
- Children's Individual ideas shared and used in planning.
- Book token and book start packs given to children.

Enabling environments

Learning and development

Medium term plan Summer 1 Nursery



A unique child

Positive relationships

- Developing awareness of own needs, views and feelings.
- Develop child's own voice e.g. reflecting on learning, discussing likes and dislikes, exploring ideas.
- Help children to develop their own goals, make plans, review their own progresses and successes.
- Encourage each child to learn together and from each other.
- Encourage open ended thinking by asking for example "Is there another way?", "What else is possible?" etc.
- Model "Plan, do, review" when attempting a task.

- Developing sensitivity to the needs of others.
- Boundaries and behaviour; self-control and independence, working together and taking turns, sharing fairly.
- Celebrating key festivals e.g. St. George's Day, May Day.
- Encouraging healthy lifestyles through "Walk to school week".
- Parent and carers volunteering and visitors sharing experiences.
- School photographer taking individual, class and informal photos.

- Planting – observing and experimenting.
- Continuous provision – use opportunities to extend mathematical skills and knowledge; den making, planting and growing.
- Extend knowledge of the world through digging areas, additional stimulus and activities.
- Children sharing Special Books, reviewing past experiences.
- Treasure Hunt activity.
- Visit from Community Police Officer.

- Learning through our core book eg "This is the Way" by Charles Fuge.
- Anticipating and joining in with repeated phrases and chanting repeated refrains.
- Telling and creating stories through Tales Tool kit and puppets and props.
- Learning about growth e.g. plants, ourselves, animals & insects.
- Music – working with partners, identify well known songs through melody only, recognise short & long sounds through movement.
- Develop fine motor control e.g. mark making in a range of media indoors and out, sewing, weaving, using small equipment, cooking.
- Developing balance and control and body awareness – moving in a variety of ways.
- Help children expand on what they say using more complex

Enabling environments

Learning and development

Medium term plan Summer 2 Nursery



A unique child

Positive relationships

- Transitions – Exploring and extending boundaries safely, growing in confidence.
- Developing independence e.g. drinking, sunhats, rest and shade.
- Developing self-control, making choices and behaving appropriately.
- Develop confidence to have a go and persevere.
- Using the language of thinking; think, know, remember, find out, forget, idea, makes sense, learn, figure out, trying to do.
- Supporting children’s interests over time, reminding them of previous approaches and encouraging them to make connections.

- Transition visits to Banks Lane Infants and other schools and reception teachers to Banks Lane Nursery.
- Celebrating key festivals e.g. Father’s Day.
- Parent events – Father’s Day event, New parent and child open event.
- Parent and carers volunteering and visitors sharing experiences.
- End of year reports go home.
- Reflecting on what has been learnt and enjoyed most at Banks Lane Nursery– places, people, activities and skills.
- Graduation Day—Goodbye to Banks Lane Nursery.

- Australia —similarities and differences to Offerton.
- Growing and harvesting.
- Road and cycle / scooter safety.
- Extend technical skills and problem solving e.g. use of cameras and iPads (*extending uses*), building, constructing, den making.
- Continuous provision – use opportunities to extend literacy skills and knowledge; mark making opportunities outdoors, den making, planting and growing.
- Exploring with bare feet e.g. sandpit, water from hose pipe.
- Sharing news with friends at circle time and snack table and discussing areas/activities at Banka Lane Nursery.

- Learning though our core book eg “Night Monkey, Day Monkey” by Julia Donaldson.
- Understanding elements of story, using Tale Toolkit language to make up own stories.
- Music –Experience basic music concepts through mark making and beginning own compositions.
- Cooking – harvesting fruit and vegetables grown.
- Continue to develop fine motor control e.g. mark making in a range of media indoors and out, sewing, weaving, using small equipment.
- Developing balance and control and body awareness – Coordination through ball skills.
- Talking about past and future experiences.

Enabling environments

Learning and development