

WAYCROFT ACADEMY NURSERY

Medium Term Planning — Term 2

Prime areas—blue
Specific areas—red

Personal, Social and Emotional Development

Cooperate in a group, elaborating play ideas, e.g. having a party in the role play area / Christmas celebrations role play / bonfire night party, etc.
Talk about own experiences of celebrations—bonfire night, birthdays, Christmas, etc.
Take turns when playing games, party games, etc.
Share equipment and toys with others.
Develop pride in own achievements, and value praise given—making Christmas cards/presents, etc.
Adapt behaviour in different social situations—party, sing-along, etc.

Communication and Language

Share stories about celebrations, particularly birthdays and Christmas. (attention and recall)
Where's the present? Development of understanding prepositions.
Share experiences of celebrations—extending sentences by questioning children.
Retell a simple past event in correct order—celebrations experienced.
Throughout term 2, encourage talk, discussion, explaining, and asking questions.
Talk 1-1, in small groups, in a large group, etc.

Physical Development

Reinforce hand washing routines after messy activities or toileting.
Play party games, moving in different ways, and negotiating space carefully.
Develop scissor skills—straight lines and wavy lines linked to making cards, hats, wrapping presents, etc.
Draw lines and circles using gross motor movements—outside—patterns for wrapping paper, etc.
Continue to develop self-care skills—dressing and undressing.
Use large apparatus in hall—move freely and with increasing confidence on apparatus.

Mathematics

Join in with familiar counting rhymes (see list in planning folder)
Represent numbers with fingers and objects—fireworks, presents, candles, etc. Use show me and grow me numbers on fingers.
Count objects using 1-1 correspondence—linked to celebrations.
Recognise numerals 1-5.
Match numerals to number of objects.
Separate a group of three or four objects in different ways—presents, sweets, etc.
Recognising shapes in the environment, and make shape pictures.
Explore properties of shapes—describing present shapes, etc.
Explore weighing objects—use scales to notice what happens when objects are placed on them. Develop heavy, heavier, light, lighter, etc.



Literacy

Develop mark making with various tools and have access to range of writing materials.
Write simple messages in Christmas cards.
Develop awareness of rhyme and alliteration (see L and S phase games identified in weekly planning)
Join in with repeated refrains in stories.
Listen to a range of stories about celebrations (attention and recall)
Make a list of party food and involve children in planning our party—(CCL—C and L)

"Let's have a party."

Understanding the World

Talk about family / news.
Continue to notice changes in our outside area, and collect various natural objects for observation and display.
Continue to tend our outside sensory garden over the winter period.
Talk about and explore how we celebrate birthdays, Christmas, Diwali, etc. and explore the different ways that some children celebrate.
Explore the changes that occur during cooking—jelly, ice, chocolate, etc. (linked to celebration food)
Explore hot and cold, taste, smell and flavour awareness.
Introduce the use of Easiears, and learn how to use the headphones carefully.
Develop use of mechanical toys—knowing how to use them—turning knobs, pulling back, etc. Ask children if they have any toys like



Expressive Arts and Design

Learn songs and rhymes for Christmas and birthday celebrations.
Explore using percussion instruments to accompany songs.
Encourage children to make own music for party games, etc.
Tap out simple repeated rhythms—make it a game—using big body movements—linked to L and S phase 1
Draw lines and circles using gross motor movements.
Begin to explore changing colours—finger painting (tuff spot) making colours for wrapping paper, pattern making, etc.
Use colour for a purpose—e.g. noticing appropriate colour choices when drawing and painting.
Represent people in their creative work—linked to birthdays and Christmas.

This term each child will be have an individual PLOD outlining their specific developmental needs. Their key worker will be providing opportunities for them to develop in these areas, alongside these planned activities.