

# WAYCROFT ACADEMY NURSERY

## Medium Term Planning — Term 1 Once upon a time

Prime areas—blue  
Specific areas—red

### Personal, Social and Emotional Development

Separate from carer with support.  
Cooperate and take turns with equipment.  
Learn the nursery routines.  
Learn to enjoy and persevere with activities on offer.  
Make choices during free play.  
Recognise and join in with clearing up song and always take part in tidy up time.  
Work with a range of friends.  
Learn the names of others.  
Listen to how others are feeling.  
Learn what behaviour is expected.  
Explore gentle hands and kind feet—ways to play with others—link to police and their role in helping us to follow the rules so everyone is happy.  
Try things that are new.  
Help to write and respect a new 'Class Charter' (RRS)

### Communication and Language

Start to learn and join in with a range of nursery rhymes.  
Develop language in role play. (home / police officers)  
Learn to speak to each other with confidence (at snack time).  
Join in with action rhymes.  
Develop talking to each other during their play and widen their range of language.  
Name different foods linked to Harvest celebration.  
Learn to listen to the practitioners in nursery.  
Develop listening skills.  
Follow instructions and talk about things they make or the play they are engaged in.

### Physical Development

Learn hand washing routines after messy activities or toileting.  
Distinguish between walking, running, jumping, etc.  
Learn how to use small tools—scissors, tweezers, knife for spreading butter, etc.  
Move appropriately to music / songs—jumping, hopping, walking, running.  
Practise ball skills.  
Develop basic scissor skills for cutting out.  
Use low climbing apparatus safely and with increasing control.  
Practise threading with beads, placing and filling holes in peg boards, etc.  
Make cakes, models, etc. and explore materials by poking, squeezing etc.  
Use the outdoor environment – develop gross motor skills.  
Develop and improve pencil and crayon control.  
Learn how to use sharp tools safely, e.g. a knife for spreading butter on bread.  
Use rolling pins, cutters, tools with play dough.



Goldilocks and the three

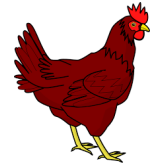
The Gingerbread Man



"Once upon a time...."

The three little pigs

The little red hen



### Literacy

Develop mark making with various tools and have access to a range of writing materials.  
Look at big books and encourage discussion of pictures.  
Point to words around us, e.g. books, posters, letters, etc.  
Explore the process of mark making in child initiated activities.  
Listen to and join in with stories and poems.  
Read stories to friends.  
Handle books carefully.  
Hold book correct way up and turn pages.  
Stories: Goldilocks and the Three Bears, The Gingerbread Man, The Three Little Pigs, The Little Red Hen, The Very Helpful Hedgehog, non-fiction book about Police.

The helpful hedgehog

### Mathematics

Start to learn number rhymes using fingers to represent numbers.  
Use numerical language in play.  
Name simple 2D shapes and use for painting, drawing and collage.  
Practise 1:1 counting by touching each object in turn.  
Look at counting books/objects and collections in small group time.  
Sort objects by size/colour/etc.  
Play with number games and puzzles.  
Talk about shapes and their properties.  
Counting songs - 5 fat peas, one potato two potato, etc. 1 2 3 4 5 Once I caught a fish alive.  
Practise counting to 10.

### Understanding the World

Go on a looking/noticing walk around the school environment—forest school—make hedgehog sculptures and leaf kebabs.  
Talk about family / news during snack time.  
Make collections of various natural objects. Link to The three little pigs making houses from different materials.  
Explore sand/water, soapy water, water with glitter, coloured water, containers for filling, etc.  
Use hands to make handprints and talk about different sizes. Link to having kind and gentle feet and hands (PSED)  
Find out about celebration of food at harvest time.  
Explore different foods—where they come from—how they grow. Who grows them? Link to story of The Little Red Hen.  
Examine, touch, squeeze and smell bread to find out about feel and texture of it. Make bread, observing changes due to yeast proving. Make a sandwich!  
Introduce the class interactive whiteboard.  
Demonstrate a range of simple programmes, including creative tools.

### Expressive Arts and Design

Learn and use colour names.  
Join in with songs and movement.  
Begin to use various tools e.g. various size brushes, scissors, glue.  
Use a range of different materials for making.  
Explore painting for a purpose.  
Learn new techniques for activities such as hand printing, finger printing, etc.  
Join in with ring games and use props to recall rhymes and stories.  
Role play indoors/outdoors. (Home / police)  
Explore different body and vocal sounds through movement songs, rhymes, games etc.  
Make representational drawing/painting linked to stories listened to, using lines to create images.  
Respond in movement to songs—Sticky Kids songs.  
Use percussion instruments and shakers to accompany singing.