

Oakdene Primary School Nursery Medium Term Planning  
 Autumn 1 – Do You Want to be Friends?  
 Green: Adult led/focus activities in setting  
 Orange: Open Day activities  
 Red: Other planned events

**Prime Areas**

PSED: Making relationships (MR); Self-Confidence and Self-Awareness (SCSA);  
 Managing Feelings and Behaviour (MFB)  
 CL: Listening and Attention (LA); Understanding (U); Speaking (S)  
 PD: Moving and Handling (MH); Health and Self-Care (HSC)

**Specific Areas**

L: Reading (R); Writing (W)  
 M: Number (N); Shape, Space and Measures (SSM)  
 UTW: People and Communities (PC); The World (TW); Technology (T)  
 EAD: Exploring and Using Media and Materials (EUMM); Being Imaginative (BI)

	Personal Social Emotional Development (PSED)	Communication and Language (CL)	Literacy / Phonics (L) Following Oakdene plan using DFE Letters and Sounds and Jolly Phonics Adult led phonics sessions (15mins daily) Plus 2 sessions per week of Big Book Reading (15 mins)	Physical Development (PD)	Mathematics (M) Adult-led Maths sessions (15mins 3 times per week)	Understanding the World (UTW)	Expressive Arts and Design (EAD)
1 Who am I?	Settle into new environment and routines <b>MFB</b>  Explore new friendships encourage correct behaviours choices including sharing and turn taking <b>MR</b>  Express own preferences and interests. <b>SCSA</b>  Shows confidence in asking adults for help. <b>SCSA</b>	Develop and maintain concentration <b>LA</b>  Listens with interest to the noises adults make when they read a story. <b>LA</b>  Can retell a simple past event in correct order. <b>S</b>  Understand and use more complex sentences as they describe their facial features. <b>U</b>	Name recognition and initial sounds. <b>R</b>  Repeats words or phrases from familiar songs, poems or jingles. <b>R</b>  Distinguish between the marks they make <b>W</b>  Listens to stories based on families and ourselves with increasing attention <b>R</b>	Shows a preference for a dominant hand. <b>MH</b>  Imitates drawing simple shapes such as circles and lines as they create self-portrait. <b>MH</b>  Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. <b>MH</b>  To be able to dress with help <b>HSC</b>  Dough Disco/Wake up & Shake up. <b>MH</b>  Fitness Friday- parachute games. <b>MH</b>  Tooth brushing – <b>HSC</b>	<b>LA-</b> Rote counting activities, number recognition and counting games 0-5 <b>HA-</b> Rote counting activities, number recognition and counting games 0-10 <b>N</b> Mini people, bowls and magnetic numbers to count and recognise numbers <b>N</b>  Realises not only objects, but anything can be counted, including steps, claps or jumps. <b>N</b>  numeral recognition 1 to 5 and then to 10 <b>N</b>  Begin to use the language of size. <b>SSM</b>	Has a sense of own immediate family and relations. <b>PC</b>  Remembers and talks about significant events in their own experiences. <b>PC</b>  Enjoy playing with small-world resources. <b>TW</b>  Show an interest in technological toys or real objects such as cameras or mobile phones. <b>T</b>  Forest- Digging & exploring <b>TW</b>	Roleplay areas –Home Corner & Friendship Den. <b>BI</b>  Joins in singing favourite songs. <b>EUMM</b>  Engages in imaginative role play based on own first-hand experiences. <b>BI</b>  Begin to construct, buildings etc. <b>EUMM</b>  Create simple representations of themselves and their families using appropriate colours <b>BI</b>  Chooses particular colours to use their self-portraits <b>BI</b>
2 How do I feel today?	Settle into new environment and routines <b>MFB</b>  Explore new friendships encourage correct behaviours choices including sharing and turn taking <b>MR</b>  Shows confidence in asking adults for help. <b>SCSA</b>  Begin to share and take turns. <b>MFB</b>  Be aware of own feelings. <b>MFB</b>	Listen and do for short span during whole class activities <b>LA</b>  Listen and respond to ideas expressed by others in conversation <b>U</b>  Builds up complex sentences, linking thoughts and ideas <b>S</b>	<b>PH1-</b> Name recognition & initial sounds. Listening to sounds & clapping hands. <b>PH2-</b> Name recognition and sounds from their name. Read it, Write it- s & a <b>R &amp; W</b> Repeats words or phrases from familiar songs, poems or jingles. <b>R</b> Find initial sound of name in the sand. <b>R</b>	Explores tools (pencils and scissors), objects, construction (Lego) and malleable materials (junk modelling) safely and handle with increasing control. <b>MH</b>  Can use a pencil and hold it effectively to write some recognisable letters <b>MH</b>  Discussing favourite foods. <b>HSC</b>	<b>LA-</b> Rote counting activities, number recognition and counting games 0-5 <b>HA-</b> Rote counting activities, number recognition and counting games 0-10 <b>N</b> Numeral recognition 1 to 5 and then to 10 <b>N</b>  Be able to recite numbers in order to 10. <b>N</b>	Enjoy playing with small-world resources. <b>TW</b>  Operate simple I-Pad program to produce self-portrait. <b>T</b>  Describe special times or events for family & friends. <b>PC</b>  Forest- Exploring and observing. <b>TW</b>	Roleplay areas –Home Corner & Friendship Den. <b>BI</b>  Joins in singing favourite songs. <b>EUMM</b>  Engages in imaginative role play based on own first-hand experiences. <b>BI</b>  Create simple representations of themselves and their families using appropriate colours <b>BI</b>

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	Encourage discussion on likes and dislikes. <b>SCSA</b>  A range of mirrors with the question 'How do you feel today?' Discuss simple emotions. <b>MFB</b>		Distinguish between the marks they make <b>W</b>  Listens to stories with increasing attention <b>R</b>	To be able to dress with help <b>HSC</b>  Dough Disco/Wake up & Shake up. <b>MH</b>  Fitness Friday- ball games. <b>MH</b>  Tooth brushing - <b>HSC</b>	Begin to talk about objects being "tall", "round" etc. <b>SSM</b>  To create marks that represent numbers with number formation boards and then paper. <b>N</b>	Chooses particular colours to use for a purpose. <b>BI</b>  Role play washing babies in the water tray <b>BI</b>
3 What is my name?	Settle into new environment and routines <b>MFB</b>  Explore new friendships encourage correct behaviours choices including sharing and turn taking <b>MR</b>  Shows confidence in asking adults for help. <b>SCSA</b>  Begin to share and take turns. <b>MFB</b>  Be aware of own feelings. <b>MFB</b>  Can play in a group - (build-up role play) & initiate activities <b>MR</b>  Focusing on likes/dislikes - where do you enjoy playing? Have you played in that area? <b>SCSA</b>	Focus attention (listen and do) <b>LA</b>  Listen and respond to ideas expressed by others in conversation <b>U</b>  Can retell simple / past events in order <b>S</b>  Listen to stories with increasing attention & recall. <b>LA</b>  Understand what their own name is and the names of their friends <b>LA</b>  To be able to say their whole name and talk about themselves in positive terms. Be able to talk about their family. <b>S</b>	<b>PH1-</b> Name recognition & initial sounds. Listening to sounds & singing nursery rhymes. <b>PH2-</b> Name recognition and sounds from their name. Read it, write it- + & <b>P R &amp; W</b>  Distinguish between the marks they make <b>W</b>  Listens to stories with increasing attention <b>R</b>  Practise writing their names with a range of resources both inside and outside <b>W</b>	Can use a pencil and hold it effectively to write some recognisable letters from their name. <b>MH</b>  Show control over one-handed tools as well as controlling other objects to achieve movement. <b>MH</b>  To be able to dress with help <b>HSC</b>  Dough Disco/Wake up & Shake up. <b>MH</b>  Fitness Friday- Up and Over, balancing activities. <b>MH</b>  Tooth brushing - <b>HSC</b>	<b>LA-</b> Rote counting activities, number recognition and counting games 0-5 <b>HA-</b> Rote counting activities, number recognition and counting games 0-10 <b>N</b>  Numeral recognition 1 to 5 and then to 10 <b>N</b>  Be able to recite numbers in order to 10. Including number songs. <b>N</b>  Demonstrate an interest in representing numbers (written, fingers, claps etc) <b>N</b>  Show interests in shapes and arrangements through the use of Numicon. <b>SSM</b>	ALLOTMENT: re-digging the soil, planting for winter. Discuss things they have observed. Show care and concern for allotment. <b>TW</b>  Forest- Exploring and observing. <b>TW</b>  Be able to talk about what they can see in our environment. <b>TW</b>  Has a sense of own immediate family and relations. <b>PC</b>  Remembers and talks about significant events in their own experiences. <b>PC</b>  Roleplay areas -Home Corner & Friendship Den <b>BI</b>  Joins in singing favourite songs. <b>EUMM</b>  Engages in imaginative role play based on own first-hand experiences. <b>BI</b>  Continue to learn new songs to increase their repertoire. <b>EUMM</b>  Use construction materials appropriately, using simple tools and techniques. <b>EUMM</b>  Creates sounds with a range of musical instruments. <b>BI</b>  Role play washing & hanging clothes <b>BI</b>  Hand prints. <b>EUMM</b>

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<p>4</p> <p>Who is in my family?</p>	<p>Settle into new environment and routines <b>MFB</b></p> <p>Explore new friendships encourage correct behaviours choices including sharing and turn taking <b>MR</b></p> <p>Shows confidence in asking adults for help. <b>SCSA</b></p> <p>Begin to share and take turns. <b>MFB</b></p> <p>Be aware of own feelings. <b>MFB</b></p> <p>Can play in a group – (build-up role play) &amp; initiate activities <b>MR</b></p> <p>Be able to talk about family and who is in the family. <b>SCSA</b></p> <p>Selects and use appropriate resources for a range of purposes. <b>SCSA</b></p> <p>Can usually tolerate delay when needs are not immediately met <b>MFB</b></p>	<p>Can join in with repeated refrains in story &amp; anticipate key events. <b>LA</b></p> <p>Is responding to simple instructions (often involving two-part sequence) <b>U</b></p> <p>Use talk to organise &amp; sequence (linked to story) <b>S</b></p> <p>To be able to say their whole name and talk about themselves in positive terms. Be able to talk about their family. <b>S</b></p>	<p><b>PH1-</b> Name recognition &amp; initial sounds. Body part sounds &amp; musical instruments.</p> <p><b>PH2-</b> Name recognition and sounds from their name. Read it, write it- i &amp; n R &amp; W</p> <p>Distinguish between the marks they make <b>W</b></p> <p>Listens to stories with increasing attention <b>R</b></p> <p>Practise writing their names with a range of resources both inside and outside <b>W</b></p> <p>Draw picture of family for journal Can they write names? <b>W</b></p>	<p>Can use a pencil and hold it effectively to write some recognisable letters from their name. <b>MH</b></p> <p>Show control over one-handed tools as well as controlling other objects to achieve movement. <b>MH</b></p> <p>Dough Disco/wake up &amp; Shake up. <b>MH</b></p> <p>Fitness Friday- Hop skotch. <b>MH</b></p> <p>Tooth brushing - <b>HSC</b></p>	<p><b>LA-</b> Rote counting activities, number recognition and counting games 0-5</p> <p><b>HA-</b> Rote counting activities, number recognition and counting games 0-10</p> <p><b>N</b></p> <p>Numeral recognition 1 to 5 and then to 10 <b>N</b></p> <p>Be able to recite numbers in order to 10. Including number songs. <b>N</b></p> <p>To be able to say how many people are in their family and show that many fingers. <b>N</b></p> <p>Show an awareness of similarities in patterns through a matching laminated socks activity. <b>SSM</b></p> <p>Counting challenge – what can I count to? (1:1 correspondence) How many people are in your family? <b>N</b></p> <p>Shape challenge – which shapes can you name? <b>SSM</b></p>	<p>Show care and concern for allotment and forest area. <b>TW</b></p> <p>Forest- Exploring and observing. <b>TW</b></p> <p>Be able to recognise and describe special times or events for family. <b>PC</b></p> <p>Has a sense of own immediate family and relations. <b>PC</b></p>	<p>Roleplay areas –Home Corner &amp; Friendship Den <b>BI</b></p> <p>Joins in singing favourite songs. <b>EUMM</b></p> <p>Engages in imaginative role play based on own first-hand experiences. <b>BI</b></p> <p>Continue to learn new songs to increase their repertoire. <b>EUMM</b></p> <p>Use construction materials appropriately, using simple tools and techniques. <b>EUMM</b></p> <p>Creates sounds with a range of musical instruments. <b>BI</b></p> <p>Role play washing up <b>BI</b></p>
<p>5</p> <p>What is a Friend?</p>	<p>Settle into new environment and routines <b>MFB</b></p> <p>Explore new friendships encourage correct behaviours choices including sharing and turn taking <b>MR</b></p> <p>Shows confidence in asking adults for help. <b>SCSA</b></p>	<p>Can join in with repeated refrains in story &amp; anticipate key events. <b>LA</b></p> <p>Is responding to simple instructions (often involving two-part sequence) <b>U</b></p> <p>Use talk to organise &amp; sequence (linked to story) <b>S</b></p>	<p><b>PH1-</b> Name recognition &amp; initial sounds. Musical instruments &amp; simple beats.</p> <p><b>PH2-</b> Name recognition and sounds from their name. Read it, write it- m &amp; d R &amp; W</p>	<p>Can use a pencil and hold it effectively to write some recognisable letters from their name. <b>MH</b></p> <p>Show control over one-handed tools as well as controlling other objects to achieve movement. <b>MH</b></p>	<p><b>LA-</b> Rote counting activities, number recognition and counting games 0-5 &amp; beyond</p> <p><b>HA-</b> Rote counting activities, number recognition and counting games 0-10 &amp; beyond</p> <p><b>N</b></p>	<p>Show care and concern for allotment and forest area. <b>TW</b></p> <p>Forest- Finding leaves and be able to talk about the different aspects of each. <b>TW</b></p> <p>Be able to recognise and describe special times or events for family. <b>PC</b></p>	<p>Roleplay areas –Home Corner &amp; Friendship Den <b>BI</b></p> <p>Joins in singing favourite songs. <b>EUMM</b></p> <p>Engages in imaginative role play based on own first-hand experiences. <b>BI</b></p>

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	<p>Begin to share and take turns. <b>MFB</b></p> <p>Be aware of own feelings. <b>MFB</b></p> <p>Can play in a group – (build-up role play) &amp; initiate activities <b>MR</b></p> <p>Be able to talk about family and who is in the family. <b>SCSA</b></p> <p>Be able to talk about their friends. How it makes them feel, what they like doing together etc <b>MR</b></p> <p>Selects and use appropriate resources for a range of purposes. <b>SCSA</b></p> <p>Can usually tolerate delay when needs are not immediately met <b>MFB</b></p>	<p>To be able to say their whole name and talk about themselves in positive terms. Be able to talk about their family. <b>S</b></p>	<p>Distinguish between the marks they make <b>W</b></p> <p>Listens to stories with increasing attention <b>R</b></p> <p>Practise writing their names with a range of resources both inside and outside <b>W</b></p> <p>Read the story of The Bad Tempered Ladybird and discuss behaviour and feelings. <b>R</b></p>	<p>Move freely in a range of ways such as slithering, rolling, hopping, jumping, skipping etc <b>MH</b></p> <p>Dough Disco/wake up &amp; Shake up. <b>MH</b></p> <p>Fitness Friday- Hop skotch. <b>MH</b></p> <p>Tooth brushing - <b>HSC</b></p>	<p>Numeral recognition 1 to 5 and then to 10 <b>N</b></p> <p>Be able to recite numbers in order to 10. Including number songs. <b>N</b></p> <p>To be able to say how many people are in their family and show that many fingers. <b>N</b></p> <p>2d shapes out to make pictures Be able to name 2d shapes. <b>SSM</b></p> <p>Matching real socks into pairs. <b>SSM</b></p>	<p>Be able to recognise and describe special times or events for family. <b>PC</b></p> <p>Has a sense of own immediate family and relations. <b>PC</b></p> <p>Taking selfie pictures of themselves and their friends with I Pads. <b>T</b></p> <p>Use the I-Pad to take their own pictures of the surrounding environment. <b>T</b></p>	<p>Continue to learn new songs to increase their repertoire. <b>EUMM</b></p> <p>Use construction materials appropriately, using simple tools and techniques. <b>EUMM</b></p> <p>Bake friendship cookies <b>BI</b></p> <p>Chooses particular colours to use for a purpose. <b>BI</b></p>
<p>Who are my friends?</p>	<p>Settle into new environment and routines <b>MFB</b></p> <p>Explore new friendships encourage correct behaviours choices including sharing and turn taking <b>MR</b></p> <p>Shows confidence in asking adults for help. <b>SCSA</b></p> <p>Begin to share and take turns. <b>MFB</b></p> <p>Be aware of own feelings. <b>MFB</b></p> <p>Can play in a group – (build-up role play) &amp; initiate activities <b>MR</b></p> <p>Be able to talk about family and who is in the family. <b>SCSA</b></p>	<p>Can join in with repeated refrains in story &amp; anticipate key events. <b>LA</b></p> <p>Is responding to simple instructions (often involving two-part sequence) <b>U</b></p> <p>Use talk to organise &amp; sequence (linked to story) <b>S</b></p> <p>To be able to say their whole name and talk about themselves in positive terms. Be able to talk about their family. <b>S</b></p> <p>Begin to understand “why” &amp; “how” questions. <b>U</b></p>	<p><b>PH1-</b> Name recognition &amp; initial sounds. I spy games with initial sounds of children’s names in the group &amp; mirror play</p> <p><b>PH2-</b> Name recognition and sounds from their name. Read it, write it- g &amp; o <b>R &amp; W</b></p> <p>Distinguish between the marks they make <b>W</b></p> <p>Listens to stories with increasing attention <b>R</b></p> <p>Practise writing their names with a range of resources both inside and outside <b>W</b></p>	<p>Can use a pencil and hold it effectively to write some recognisable letters from their name. <b>MH</b></p> <p>Show control over one-handed tools as well as controlling other objects to achieve movement. <b>MH</b></p> <p>Move freely in a range of ways such as slithering, rolling, hopping, jumping, skipping etc <b>MH</b></p> <p>Create friendship bracelets to give to friends, twisting and knotting the wool. <b>MH</b></p> <p>Dough Disco/wake up &amp; Shake up. <b>MH</b></p>	<p><b>LA-</b> Rote counting activities, number recognition and counting games 0-5 &amp; beyond</p> <p><b>HA-</b> Rote counting activities, number recognition and counting games 0-10 &amp; beyond <b>N</b></p> <p>Numeral recognition 1 to 5 and then to 10 <b>N</b></p> <p>Be able to recite numbers in order to 10. Including number songs. <b>N</b></p> <p>To be able to say how many people are in their family and show that many fingers. <b>N</b></p>	<p>Show care and concern for allotment and forest area. <b>TW</b></p> <p>Forest- Friendship bracelets. <b>TW</b></p> <p>Be able to recognise and describe special times or events for family. <b>PC</b></p> <p>Be able to recognise and describe special times or events for family. <b>PC</b></p> <p>Has a sense of own immediate family and relations. <b>PC</b></p>	<p>Roleplay areas –Home Corner &amp; Friendship Den <b>BI</b></p> <p>Joins in singing favourite songs. <b>EUMM</b></p> <p>Engages in imaginative role play based on own first-hand experiences. <b>BI</b></p> <p>Continue to learn new songs to increase their repertoire. <b>EUMM</b></p> <p>Use construction materials appropriately, using simple tools and techniques. <b>EUMM</b></p>

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	<p>Be able to talk about their friends. How it makes them feel, what they like doing together etc MR</p> <p>Selects and use appropriate resources for a range of purposes. SCSA</p> <p>Can usually tolerate delay when needs are not immediately met MFB</p>	<p>Use talk to organise &amp; sequence (linked to story) S</p> <p>To use a range of tenses. S</p>		<p>Fitness Friday Hop skotch. MH</p> <p>Tooth brushing - HSC</p>	<p>Large numbers, Numicon &amp; pompoms to count and recognise numbers N</p>		
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<p>7</p> <p>What do I like doing with my friends?</p>	<p>Settle into new environment and routines <b>MFB</b></p> <p>Explore new friendships encourage correct behaviours choices including sharing and turn taking <b>MR</b></p> <p>Shows confidence in asking adults for help. <b>SCSA</b></p> <p>Begin to share and take turns. <b>MFB</b></p> <p>Be aware of own feelings. <b>MFB</b></p> <p>Can play in a group – (build-up role play) &amp; initiate activities <b>MR</b></p> <p>Be able to talk about family and who is in the family. <b>SCSA</b></p> <p>Be able to talk about their friends. How it makes them feel, what they like doing together etc <b>MR</b></p> <p>Selects and use appropriate resources for a range of purposes. <b>SCSA</b></p> <p>Can usually tolerate delay when needs are not immediately met <b>MFB</b></p>	<p>Can join in with repeated refrains in story &amp; anticipate key events. <b>LA</b></p> <p>Is responding to simple instructions (often involving two-part sequence) <b>U</b></p> <p>Use talk to organise &amp; sequence (linked to story) <b>S</b></p> <p>To be able to say their whole name and talk about themselves in positive terms. Be able to talk about their family. <b>S</b></p> <p>Begin to understand “why” &amp; “how” questions. <b>U</b></p> <p>Use talk to organise &amp; sequence (linked to story) <b>S</b></p> <p>To use a range of tenses. <b>S</b></p>	<p><b>PH1-</b> Name recognition &amp; initial sounds. Mouth movements, sounds and range of volume sounds.</p> <p><b>PH2-</b> Name recognition and sounds from their name. Read it, Write it- c &amp; k</p> <p><b>R &amp; W</b></p> <p>Distinguish between the marks they make <b>W</b></p> <p>Listens to stories with increasing attention <b>R</b></p> <p>Practise writing their names with a range of resources both inside and outside <b>W</b></p> <p><b>Reading / Phonic assessments:</b> initial sounds + blending and segmenting <b>R</b></p>	<p>Can use a pencil and hold it effectively to write some recognisable letters from their name. <b>MH</b></p> <p>Show control over one-handed tools as well as controlling other objects to achieve movement. <b>MH</b></p> <p>Move freely in a range of ways such as slithering, rolling, hopping, jumping, skipping etc <b>MH</b></p> <p>Pumpkin carving to take into the forest. <b>MH</b></p> <p>Dough Disco/Wake up &amp; Shake up. <b>MH</b></p> <p>Fitness Friday- Hop skotch. <b>MH</b></p> <p>Tooth brushing - <b>HSC</b></p>	<p><b>LA-</b> Rote counting activities, number recognition and counting games 0-5 &amp; beyond</p> <p><b>HA-</b> Rote counting activities, number recognition and counting games 0-10 &amp; beyond</p> <p><b>N</b></p> <p><b>Maths assessment-</b> rote counting and number recognition. <b>N</b></p> <p>Numeral recognition 1 to 5 and then to 10 <b>N</b></p> <p>Be able to recite numbers in order to 10. Including number songs. <b>N</b></p> <p>To be able to say how many people are in their family and show that many fingers. <b>N</b></p>	<p>Show care and concern for allotment and forest area. <b>TW</b></p> <p>Forest- Camp fire make popcorn to enjoy with friends Pumpkin carving. <b>TW</b></p> <p>Be able to recognise and describe special times or events for family. <b>PC</b></p> <p>Be able to recognise and describe special times or events for family. <b>PC</b></p> <p>Has a sense of own immediate family and relations. <b>PC</b></p>	<p>Roleplay areas –Home Corner &amp; Friendship Den <b>BI</b></p> <p>Joins in singing favourite songs. <b>EUMM</b></p> <p>Engages in imaginative role play based on own first-hand experiences. <b>BI</b></p> <p>Continue to learn new songs to increase their repertoire. <b>EUMM</b></p> <p>Use construction materials appropriately, using simple tools and techniques. <b>EUMM</b></p>
<p>8</p>	<p>Settle into new environment and routines <b>MFB</b></p> <p>Explore new friendships encourage correct behaviours</p>	<p>Can join in with repeated refrains in story &amp; anticipate key events. <b>LA</b></p>	<p><b>PH1-</b> Name recognition &amp; initial sounds. Oral blending, Simon Says game &amp; toy talk.</p> <p><b>PH2-</b></p>	<p>Can use a pencil and hold it effectively to write some recognisable letters from their name. <b>MH</b></p>	<p><b>LA-</b> Rote counting activities, number recognition and counting games 0-5 &amp; beyond</p> <p><b>HA-</b></p>	<p>Show care and concern for allotment and forest area. <b>TW</b></p> <p>Similarities and differences between celebrations – discuss</p>	<p>Roleplay areas –Home Corner &amp; Friendship Den <b>BI</b></p> <p>Joins in singing favourite songs. <b>EUMM</b></p>

Oakdene Primary School Nursery Medium Term Planning

Autumn 1 – Do You Want to be Friends?

Green: Adult led/focus activities in setting

Orange: Open Day activities

Red: Other planned events

**Prime Areas**

PSED: Making relationships (MR); Self-Confidence and Self-Awareness (SCSA); Managing Feelings and Behaviour (MFB)

CL: Listening and Attention (LA); Understanding (U); Speaking (S)

PD: Moving and Handling (MH); Health and Self-Care (HSC)

**Specific Areas**

L: Reading (R); Writing (W)

M: Number (N); Shape, Space and Measures (SSM)

UTW: People and Communities (PC); The World (TW); Technology (T)

EAD: Exploring and Using Media and Materials (EUMM); Being Imaginative (BI)

<p>Do all my friends look the same?</p> <p><b>Diwali Day</b></p>	<p>choices including sharing and turn taking <b>MR</b></p> <p>Shows confidence in asking adults for help. <b>SCSA</b></p> <p>Begin to share and take turns. <b>MFB</b></p> <p>Be aware of own feelings. <b>MFB</b></p> <p>Can play in a group – (build-up role play) &amp; initiate activities <b>MR</b></p> <p>Be able to talk about family and who is in the family. <b>SCSA</b></p> <p>Be able to talk about their friends. How it makes them feel, what they like doing together etc <b>MR</b></p> <p>Selects and use appropriate resources for a range of purposes. <b>SCSA</b></p> <p>Can usually tolerate delay when needs are not immediately met <b>MFB</b></p>	<p>Is responding to simple instructions (often involving two-part sequence) <b>U</b></p> <p>Use talk to organise &amp; sequence (linked to story) <b>S</b></p> <p>To be able to say their whole name and talk about themselves in positive terms. Be able to talk about their family. <b>S</b></p> <p>Begin to understand “why” &amp; “how” questions. <b>U</b></p> <p>Use talk to organise &amp; sequence (linked to story) <b>S</b></p> <p>To use a range of tenses. <b>S</b> Discussing story of Diwali (Rama and Sita). Who are the main characters? What happens in this part of the story? (use mats to support) <b>LA/S</b></p>	<p>Name recognition and sounds from their name. Read it, write it - ck &amp; e <b>R &amp; W</b></p> <p>Distinguish between the marks they make <b>W</b></p> <p>Listens to stories with increasing attention <b>R</b></p> <p>Practise writing their names with a range of resources both inside and outside <b>W</b></p> <p><b>Writing assessments-</b> The Smartest Giant in Town. Story retelling and name writing. <b>W</b></p>	<p>Show control over one-handed tools as well as controlling other objects to achieve movement. <b>MH</b></p> <p>Move freely in a range of ways such as slithering, rolling, hopping, jumping, skipping etc <b>MH</b></p> <p><b>Dough Disco/Wake up &amp; Shake up.</b> <b>MH</b></p> <p><b>Fitness Friday- Hop skotch.</b> <b>MH</b></p> <p><b>Tooth brushing - HSC</b></p>	<p>Rote counting activities, number recognition and counting games 0-10 &amp; beyond <b>N</b></p> <p>Numeral recognition 1 to 5 and then to 10 <b>N</b></p> <p>Be able to recite numbers in order to 10. Including number songs. <b>N</b></p> <p>To be able to say how many people are in their family and show that many fingers. <b>N</b></p> <p><b>Patterns: Rangoli Patterns; describes patterns</b></p> <p><b>HA: Repeating patterns 2/3 colours/beads etc.</b> <b>SSM</b></p>	<p>Family traditions/celebrations – Christmas day. Article 14 – right to believe what they choose and practise their own religion. Article 2 – <b>PC</b></p> <p>Be able to recognise and describe special times or events for family. <b>PC</b></p> <p>Be able to recognise and describe special times or events for family. <b>PC</b></p> <p>Has a sense of own immediate family and relations. <b>PC</b></p> <p>Knows that information can be retrieved from computers look at images of Diwali <b>T</b></p>	<p>Engages in imaginative role play based on own first-hand experiences. <b>BI</b></p> <p>Continue to learn new songs to increase their repertoire. <b>EUMM</b></p> <p>Use construction materials appropriately, using simple tools and techniques. <b>EUMM</b></p> <p>Diwali; Use props to retell story of Rama and Sita – Diwali <b>BI</b></p> <p>Rangoli Patterns <b>EUMM</b></p>
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