

Oakdene Primary School Nursery Medium Term Planning  
 Autumn 2 – Why do Leaves go Crispy?  
 Green: Adult led/focus activities in setting  
 Orange: Open Day activities  
 Red: Other planned events

<p><b>Prime Areas</b></p> <p>PSED: Making relationships (MR); Self-Confidence and Self-Awareness (SCSA); Managing Feelings and Behaviour (MFB)</p> <p>CL: Listening and Attention (LA); Understanding (U); Speaking (S)</p> <p>PD: Moving and Handling (MH); Health and Self-Care (HSC)</p>	<p><b>Specific Areas</b></p> <p>L: Reading (R); Writing (W)</p> <p>M: Number (N); Shape, Space and Measures (SSM)</p> <p>UTW: People and Communities (PC); The World (TW); Technology (T)</p> <p>EAD: Exploring and Using Media and Materials (EUMM); Being Imaginative (BI)</p>
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	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 Autumn	<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>Express own preferences and interests. <b>SCSA</b></p> <p>Shows confidence in asking adults for help. <b>SCSA</b></p> <p>Children to develop confidence in talking to their peers about their experiences and discoveries. <b>SCSA</b></p>	<p>Develop and maintain concentration <b>LA</b></p> <p>Listens with interest to the noises adults make when they read a story. <b>LA</b></p> <p>Can retell a simple past event in correct order. <b>S</b></p> <p>Listen to forest, animal and harvest based books and be able to talk about the story using the story language. <b>LA</b></p> <p>Encourage discussion about why leaves change etc. <b>U</b></p>	<p><b>Name recognition and initial sounds. R</b></p> <p>Repeats words or phrases from familiar songs, poems or jingles. <b>R</b></p> <p>Distinguish between the marks they make <b>W</b></p> <p>Enjoy a range of books about forests, animals and harvest. <b>R</b></p> <p>Read and role play the story of Leaf Man. <b>R</b></p> <p>Trays of soil and sticks for mark making. <b>W</b></p> <p>Themed writing paper. <b>W</b></p> <p>Letter formation and name writing. <b>W</b></p>	<p>Shows a preference for a dominant hand. <b>MH</b></p> <p>Trays of soil and sticks for mark making. <b>MH</b></p> <p>Obstacle courses, using hoops, stepping stones, mats etc. <b>MH</b></p> <p>To be able to dress with help <b>HSC</b></p> <p>Finger gym activity handling autumn resources <b>MH</b></p> <p><b>Dough Disco/Wake up &amp; Shake up. MH</b></p> <p><b>Fitness Friday- parachute games. MH</b></p> <p><b>Tooth brushing - 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>Realises not only objects, but anything can be counted, including steps, claps or jumps. <b>N</b></p> <p>numeral recognition 1 to 5 and then to 10 <b>N</b></p> <p>Number recognition and counting activities with natural resources. <b>N</b></p> <p>Laminated leaves of different sizes to compare. <b>SSM</b></p>	<p>Remembers and talks about significant events in their own experiences. <b>PC</b></p> <p>Tuff tray with forest and autumn objects to examine and explore. <b>TW</b></p> <p>Show an interest in technological toys or real objects such as cameras or mobile phones. <b>T</b></p> <p>Forest- Digging &amp; exploring <b>TW</b></p>	<p>Roleplay areas –Home Corner &amp; Forest Area <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>Begin to construct, buildings etc. <b>EUMM</b></p> <p>Experiment and create Leaf prints. <b>EUMM</b></p> <p>Natural resources in the play dough and sand to explore and use to create loose parts pictures. <b>EUMM</b>.</p>
2 Harvest	<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>Express own preferences and interests. <b>SCSA</b></p> <p>Shows confidence in asking adults for help. <b>SCSA</b></p>	<p>Develop and maintain concentration <b>LA</b></p> <p>Listens with interest to the noises adults make when they read a story. <b>LA</b></p> <p>Can retell a simple past event in correct order. <b>S</b></p> <p>Listen to forest, animal and harvest based books and be</p>	<p><b>PH1-</b> Name recognition &amp; initial sounds. Listening to sounds &amp; clapping hands.</p> <p><b>PH2-</b> Name recognition and sounds from their name. Read it, Write it-ck &amp; e Tricky words- <b>I R &amp; W</b></p> <p>Repeats words or phrases from familiar songs, poems or jingles. <b>R</b></p>	<p>Explores tools (pencils and scissors), objects, construction (Lego) and malleable materials (junk modelling) safely and handle with increasing control. <b>MH</b></p> <p>Can use a pencil and hold it effectively to write some recognisable letters <b>MH</b></p> <p>To be able to dress with help <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>Remembers and talks about significant events in their own experiences. <b>PC</b></p> <p>Tuff tray with forest and autumn objects to examine and explore. <b>TW</b></p> <p>Show an interest in technological toys or real objects such as cameras or mobile phones. <b>T</b></p>	<p>Roleplay areas –Home Corner &amp; Forest Area <b>BI</b></p> <p>Bake Carrot cakes. <b>EUMM</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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**Prime Areas**

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**Specific Areas**

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	Children to develop confidence in talking to their peers about their experiences and discoveries. <i>SCSA</i>	able to talk about the story using the story language. <i>LA</i>  Encourage discussion about why leaves change etc. <i>U</i>  Builds up complex sentences, linking thoughts and ideas <i>S</i>	Distinguish between the marks they make <i>W</i>  Enjoy a range of books about forests, animals and harvest <i>R</i>  Read and role play the story of Oliver's Veg <i>R</i> Themed writing paper. <i>W</i>  Letter formation and name writing. <i>W</i>	Finger gym activity of cutting cabbage leaves with scissors and hole punches. <i>MH</i>  <i>Dough Disco/wake up &amp; Shake up. MH</i>  <i>Fitness Friday- ball games. MH</i>  <i>Tooth brushing - HSC</i>	Be able to recite the numbers in order to 10. <i>N</i>  Use pumpkin seeds to aid counting activities. <i>N</i>  Begin to talk about objects being "tall", "round" etc. <i>SSM</i>  To create marks that represent numbers. <i>M</i>	<i>Operate simple I-Pad program to produce a picture of a tree. T</i>  Harvest vegetables from the allotment and use for range of resources and to explore textures and to talk about growth and decay. <i>TW</i>  Forest- Exploring and observing. <i>TW</i>	Begin to construct, buildings etc. <i>EUMM</i>  Print with harvested cabbage leaves. <i>BI</i>  Leaf collages with a range of found leaves in the forest <i>EUMM</i>
<b>3</b>  Conkers and other autumn treasures	Settle into new environment and routines <i>MFB</i>  Explore new friendships encourage correct behaviours choices including sharing and turn taking <i>MR</i>  Express own preferences and interests. <i>SCSA</i>  Shows confidence in asking adults for help. <i>SCSA</i>  Children to develop confidence in talking to their peers about their experiences and discoveries. <i>SCSA</i>	Develop and maintain concentration <i>LA</i>  Listens with interest to the noises adults make when they read a story. <i>LA</i>  Can retell a simple past event in correct order. <i>S</i>  Listen to forest, animal and harvest based books and be able to talk about the story using the story language. <i>LA</i>  Encourage discussion about why leaves change etc. <i>U</i>  Builds up complex sentences, linking thoughts and ideas <i>S</i>	<i>PH1- Name recognition &amp; initial sounds. Listening to sounds &amp; clapping hands. PH2- Name recognition and sounds from their name. Read it, write it- u&amp;r Tricky Words- I &amp; and R &amp; W</i>  Repeats words or phrases from familiar songs, poems or jingles. <i>R</i>  Distinguish between the marks they make <i>W</i>  Enjoy a range of books about forests, animals and harvest <i>R</i>  Read and role play the story of Stick Man <i>R</i> <i>Mark Make and retell the story of Stickman for journal. W</i>  Letter formation and name writing. <i>W</i>	Explores tools (pencils and scissors), objects, construction (Lego) and malleable materials (junk modelling) safely and handle with increasing control. <i>MH</i>  Can use a pencil and hold it effectively to write some recognisable letters <i>MH</i>  To be able to dress with help <i>HSC</i>  Finger gym activity of placing conkers onto golf tees. <i>MH</i>  <i>Dough Disco/wake up &amp; Shake up. MH</i>  <i>Fitness Friday- Throwing and catching a range of sized balls MH</i>  <i>Tooth brushing - HSC</i>	<i>LA- Rote counting activities, number recognition and counting games 0-5 HA- Rote counting activities, number recognition and counting games 0-10 N</i>  Numeral recognition 1 to 5 and then to 10 <i>N</i>  Be able to recite numbers in order to 10. <i>N</i>  Use conkers to aid counting activities. <i>N</i>  To create marks that represent numbers. <i>M</i> Show interests in shapes and arrangements through the use of Numicon. <i>SSM</i>	ALLOTMENT: re-digging the soil, planting for winter. Discuss things they have observed. Show care and concern for allotment. <i>TW</i>  Forest- Exploring and observing. <i>TW</i>  Main School Forest Trip. Investigate and explore the forest area. Collect objects for our autumn crowns. Bark rubbings. <i>TW</i>  Tuff tray with forest and autumn objects to examine and explore. <i>TW</i>	Roleplay areas -Home Corner & Forest Area <i>BI</i>  Joins in singing favourite songs. <i>EUMM</i>  Engages in imaginative role play based on own first-hand experiences. <i>BI</i>  Begin to construct, buildings etc. <i>EUMM</i>  <i>Use found resources to create own Autumn Crown. BI</i>  Create bark rubbings and be able to talk about the textures etc. <i>EUMM</i>

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<p>4 Hibernation</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>Express own preferences and interests. <b>SCSA</b></p> <p>Shows confidence in asking adults for help. <b>SCSA</b></p> <p>Children to develop confidence in talking to their peers about their experiences and discoveries. <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>Develop and maintain concentration <b>LA</b></p> <p>Listens with interest to the noises adults make when they read a story. <b>LA</b></p> <p>Can retell a simple past event in correct order. <b>S</b></p> <p>Listen to forest, animal and harvest based books and be able to talk about the story using the story language. <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>Tuff tray with hibernating animal puppets and soft toys to encourage role play and understanding of Hibernation. <b>LA</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- h &amp; b Tricky Words- I, and &amp; the</p> <p><b>R &amp; W</b> Repeats words or phrases from familiar songs, poems or jingles. <b>R</b></p> <p>Distinguish between the marks they make <b>W</b></p> <p>Enjoy a range of books about forests, animals and harvest <b>R</b></p> <p>Read and role play the story of Ridiculous <b>R</b></p> <p>Letter formation and name writing. <b>W</b></p>	<p>Explores tools (pencils and scissors), objects, construction (Lego) and malleable materials (junk modelling) safely and handle with increasing control. <b>MH</b></p> <p>Can use a pencil and hold it effectively to write some recognisable letters <b>MH</b></p> <p>To be able to dress with help <b>HSC</b></p> <p>Finger gym activity of cutting and scissor skills <b>MH</b></p> <p>Dough Disco/Wake up &amp; Shake up. <b>MH</b></p> <p>Fitness Friday- Climbing, sliding and jumping <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 <b>HA-</b> Rote counting activities, number recognition and counting games 0-10 <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. <b>N</b></p> <p>Laminated hedgehogs and pegs for counting and number recognition. <b>N</b></p> <p>Begin to talk about the shapes of objects, eg 'round' or 'tall'. <b>SSM</b></p>	<p>Show care and concern for allotment and forest area. <b>TW</b></p> <p>Forest- Den building for hedgehogs. <b>TW</b></p> <p>Be able to recognise and describe special times or events for family. <b>PC</b></p> <p>Tuff tray with hibernating animal puppets and soft toys to encourage role play and understanding of Hibernation. <b>TW</b></p> <p>Use iPad to produce a picture of a hedgehog. <b>T</b></p>	<p>Roleplay areas –Home Corner &amp; Forest Area <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>Produce Hand Print Hedgehogs in paint. <b>BI</b></p>
<p>5 Fruit and seeds</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>Express own preferences and interests. <b>SCSA</b></p> <p>Shows confidence in asking adults for help. <b>SCSA</b></p> <p>Children to develop confidence in talking to their peers about their experiences and discoveries. <b>SCSA</b></p>	<p>Develop and maintain concentration <b>LA</b></p> <p>Listens with interest to the noises adults make when they read a story. <b>LA</b></p> <p>Can retell a simple past event in correct order. <b>S</b></p> <p>Listen to forest, animal and harvest based books and be able to talk about the story using the story language. <b>LA</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- f/ff &amp; i/ll Tricky Words- I, and, the &amp; to</p> <p><b>R &amp; W</b> Repeats words or phrases from familiar songs, poems or jingles. <b>R</b></p>	<p>Explores tools (pencils and scissors), objects, construction (Lego) and malleable materials (junk modelling) safely and handle with increasing control. <b>MH</b></p> <p>Can use a pencil and hold it effectively to write some recognisable letters <b>MH</b></p> <p>To be able to dress with help <b>HSC</b></p> <p>Finger gym activity of using tongs to sort seeds etc <b>MH</b></p>	<p><b>LA-</b> Rote counting activities, number recognition and counting games 0-5 &amp; beyond <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. <b>N</b></p> <p>Laminated numbered apples to reorder on washing line. <b>N</b></p>	<p>Show care and concern for allotment and forest area. <b>TW</b></p> <p>Forest- Making bird feeders. <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; Forest Area <b>BI</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>Chooses particular colours to use for a purpose. <b>BI</b></p>

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				Dough Disco/Wake up & Shake up. MH			Bake Apple Muffins in Kitchen Corner. EUMM
	Selects and use appropriate resources for a range of purposes. SCSA Can usually tolerate delay when needs are not immediately met MFB	Is responding to simple instructions (often involving two-part sequence) U To use a range of tenses. S	Distinguish between the marks they make W Enjoy a range of books about forests, animals and harvest R Read and role play the story of Jasper's Beanstalk R Letter formation and name writing. W Writing Assessments Hibernation Facts W	Fitness Friday- Circle games. MH Tooth brushing - HSC	Begin to talk about the shapes of objects, eg 'round' or 'tall'. SSM		Printing with chopped apples, carrots, etc. EUMM
Christmas Christmas Open Day	Settle into new environment and routines MFB Explore new friendships encourage correct behaviours choices including sharing and turn taking MR Express own preferences and interests. SCSA Shows confidence in asking adults for help. SCSA Children to develop confidence in talking to their peers about their experiences and discoveries. SCSA Selects and use appropriate resources for a range of purposes. SCSA Can usually tolerate delay when needs are not immediately met MFB	Can join in with repeated refrains in The Nativity story & anticipate key events. LA Begin to understand "why" & "how" questions. U Use talk to organise & sequence (linked to story) S To use a range of tenses. S	PH1- Name recognition & initial sounds. I spy games with initial sounds of children's names in the group & mirror play PH2- Name recognition and sounds from their name. Read it, write it- ss Tricky Words- I, and, the, to & no R & W Distinguish between the marks they make W Write Christmas Lists. W Reading a range of stories including Christmas and Nativity. R Reading / Phonic assessments: initial sounds + blending and segmenting R	Explores tools (pencils and scissors), objects, construction (Lego) and malleable materials (junk modelling) safely and handle with increasing control. MH Can use a pencil and hold it effectively to write some recognisable letters MH To be able to dress with help HSC Finger gym activity of bead threading onto coloured threads MH Dough Disco/Wake up & Shake up. MH Fitness Friday- Follow the leader games.. MH Tooth brushing - HSC	LA- Rote counting activities, number recognition and counting games 0-5 & beyond HA- Rote counting activities, number recognition and counting games 0-10 & beyond N Numeral recognition 1 to 5 and then to 10 N Be able to recite numbers in order to 10. N Numbered snowflakes and white pompoms for number recognition and counting. N	Show care and concern for allotment and forest area. TW Forest- Use natural resources to make Christmas decorations TW Be able to recognise and describe special times or events for family. PC Children are to learn the Nativity story. TW Children are to produce a picture of a Christmas tree on the I-pad. T	Roleplay areas -Home Corner & Forest Area BI Engages in imaginative role play based on own first-hand experiences. BI Make a range of Christmas crafts etc during Open Day BI Continue to learn new songs to increase their repertoire. EUMM Use construction materials appropriately, using simple tools and techniques. EUMM Chooses particular colours to use for a purpose. BI Singing Christmas carols. EUMM Christmas themed pictures and paintings. EUMM

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7	<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>Express own preferences and interests. <b>SCSA</b></p> <p>Shows confidence in asking adults for help. <b>SCSA</b></p> <p>Children to develop confidence in talking to their peers about their experiences and discoveries. <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 The Nativity story &amp; anticipate key events. <b>LA</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- j &amp; v</p> <p>Tricky Words- I, and, the, to, no &amp; go</p> <p><b>R &amp; W</b></p> <p>Distinguish between the marks they make <b>W</b></p> <p>write Christmas cards. <b>W</b></p> <p>Reading a range of stories including Christmas and Nativity. <b>R</b></p>	<p>Explores tools (pencils and scissors), objects, construction (Lego) and malleable materials (junk modelling) safely and handle with increasing control. <b>MH</b></p> <p>Can use a pencil and hold it effectively to write some recognisable letters <b>MH</b></p> <p>To be able to dress with help <b>HSC</b></p> <p>Finger gym activity of placing coloured pompoms onto Christmas tree shape. <b>MH</b></p> <p>Dough Disco/Wake up &amp; Shake up. <b>MH</b></p> <p>Fitness Friday- Hop scotch. <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>Numbered Christmas trees and baubles for number recognition and counting. <b>N</b></p>	<p>Show care and concern for allotment and forest area. <b>TW</b></p> <p>Forest- Use natural resources to make Christmas decorations <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; Forest Area <b>BI</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>Chooses particular colours to use for a purpose. <b>BI</b></p> <p>Singing Christmas carols. <b>EUMM</b></p> <p>Christmas themed pictures and paintings. <b>EUMM</b></p>
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