

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

**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 Recognising colours and colour mixing	Settle into new environment and routines <b>MFB</b> Express own preferences and interests. <b>SCSA</b> Shows confidence in asking adults for help. <b>SCSA</b> Children to develop confidence in talking to their peers about their experiences and discoveries. <b>SCSA</b> Take turns and share resources. <b>MFB</b> I can talk confidently about the things I see, the colours I like and explain how I feel. <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> Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because') <b>S</b> I can talk confidently about the things I see, the colours I like and explain how I feel <b>S</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> Themed writing paper. <b>W</b> Letter formation and name writing. <b>W</b> Recognise familiar words and signs such as own name and advertising logos. <b>R</b> Mark making for journal about favourite colour and why <b>W</b>	Shows a preference for a dominant hand. <b>MH</b> Obstacle courses, using hoops, stepping stones, mats etc. <b>MH</b> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors <b>MH</b> Play colour related games with hoola hoops, bean bags, balls, chinks etc. <b>MH</b> To be able to dress with help <b>HSC</b> Finger gym activity Colour sorting with tongs <b>MH</b> Dough Disco/wake up & Shake up. <b>MH</b> Fitness Friday- parachute games. <b>MH</b> Tooth brushing - <b>HSC</b>	LA- Rote counting activities, number recognition and counting games 0-5 HA- Rote counting activities, number recognition and counting games 0-10 N 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 talk about the shapes of everyday objects. <b>SSM</b> Sorting coloured objects and magnetic numbers into coloured bowls. <b>SSM</b>	Remembers and talks about significant events in their own experiences. <b>PC</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> Talk about colours of the world. Is the sea always blue? Are carrots always orange? <b>TW</b> Encourage chn to talk about their surroundings. <b>TW</b>	Roleplay areas -Home Corner & Colour Kite Cabin <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> Explores colour and how colours can be changed. <b>EUMM</b> Looking at a range of colour (possibly with paint tester pots). There are lots of types of red... how are they different? <b>EUMM</b>

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			PH1- Name recognition & initial sounds. Listening to sounds & clapping hands. PH2- Name recognition and sounds from their name. Read it, Write it-ck & e Tricky Words- I R & W Repeats words or phrases from familiar songs, poems or jingles. R Enjoy Elmer stories. R Recounting of Elmer story. W Distinguish between the marks they make W Themed writing paper. W Letter formation and name writing. W Recognise familiar words and signs such as own name and advertising logos. R	Shows a preference for a dominant hand. MH Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors MH Play colour related games with hoola hoops, bean bags, balls, chinks etc. MH To be able to dress with help HSC Play a follow the leader game or a game outside that encourages children to dance/move in patterns. Heads, shoulders, knees and toes. Etc. MH Finger gym activity make a simple repeated pattern using multilink MH Dough Disco/wake up & Shake up. MH Fitness Friday- ball games. MH Tooth brushing - HSC	LA- Rote counting activities, number recognition and counting games 0-5 HA- Rote counting activities, number recognition and counting games 0-10 N Realises not only objects, but anything can be counted, including steps, claps or jumps. N numeral recognition 1 to 5 and then to 10 N Begin to talk about the shapes of everyday objects. SSM Produce simple colour patterns using Numicon tiles. SSM Reorder numbered Elmers N	Remembers and talks about significant events in their own experiences. PC Show an interest in technological toys or real objects such as cameras or mobile phones. T Forest- Digging & exploring TW Talk about colours of the world. Is the sea always blue? Are carrots always orange? TW Encourage chn to talk about their surroundings. TW	Roleplay areas -Home Corner & Colour Kite Cabin BI Joins in singing favourite songs. EUMM Engages in imaginative role play based on own first-hand experiences. BI Begin to construct, buildings etc. EUMM Explores colour and how colours can be changed. EUMM Use Numicon tiles to print with the paint. BI Be able to paint or colour in a picture of Elmer. EUMM Large paper for Elmer mark making EUMM
2 Patterns	Settle into new environment and routines MFB 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 Take turns and share resources. MFB I can talk confidently about the things I see, the colours I like and explain how I feel. SCSA	Develop and maintain concentration LA Listens with interest to the noises adults make when they read a story. LA Can retell a simple past event in correct order. S Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because') S Recounting of Elmer story. LA I can talk confidently about the things I see, the colours I like and explain how I feel S	PH1- Name recognition & initial sounds. Listening to sounds & clapping hands. PH2- Name recognition and sounds from their name. Read it, Write it-ck & e Tricky Words- I R & W Repeats words or phrases from familiar songs, poems or jingles. R Enjoy Elmer stories. R Recounting of Elmer story. W Distinguish between the marks they make W Themed writing paper. W Letter formation and name writing. W Recognise familiar words and signs such as own name and advertising logos. R	Shows a preference for a dominant hand. MH Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors MH Play colour related games with hoola hoops, bean bags, balls, chinks etc. MH To be able to dress with help HSC Play a follow the leader game or a game outside that encourages children to dance/move in patterns. Heads, shoulders, knees and toes. Etc. MH Finger gym activity make a simple repeated pattern using multilink MH Dough Disco/wake up & Shake up. MH Fitness Friday- ball games. MH Tooth brushing - HSC	LA- Rote counting activities, number recognition and counting games 0-5 HA- Rote counting activities, number recognition and counting games 0-10 N Realises not only objects, but anything can be counted, including steps, claps or jumps. N numeral recognition 1 to 5 and then to 10 N Begin to talk about the shapes of everyday objects. SSM Produce simple colour patterns using Numicon tiles. SSM Reorder numbered Elmers N	Remembers and talks about significant events in their own experiences. PC Show an interest in technological toys or real objects such as cameras or mobile phones. T Forest- Digging & exploring TW Talk about colours of the world. Is the sea always blue? Are carrots always orange? TW Encourage chn to talk about their surroundings. TW	Roleplay areas -Home Corner & Colour Kite Cabin BI Joins in singing favourite songs. EUMM Engages in imaginative role play based on own first-hand experiences. BI Begin to construct, buildings etc. EUMM Explores colour and how colours can be changed. EUMM Use Numicon tiles to print with the paint. BI Be able to paint or colour in a picture of Elmer. EUMM Large paper for Elmer mark making EUMM
3 Sorting	Settle into new environment and routines MFB 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 Take turns and share resources. MFB	Develop and maintain concentration LA Listens with interest to the noises adults make when they read a story. LA Can retell a simple past event in correct order. S Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because') S	PH1- Name recognition & initial sounds. Listening to sounds & clapping hands. PH2- Name recognition and sounds from their name. Read it, Write it- u&r Tricky Words- I & and R & W Repeats words or phrases from familiar songs, poems or jingles. R	Shows a preference for a dominant hand. MH Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors MH Play colour related games with hoola hoops, bean bags, balls, chinks etc. MH To be able to dress with help HSC	LA- Rote counting activities, number recognition and counting games 0-5 HA- Rote counting activities, number recognition and counting games 0-10 N Realises not only objects, but anything can be counted, including steps, claps or jumps. N	ALLOTMENT: re-digging the soil, planting for winter. Discuss things they have observed. Show care and concern for allotment. TW Remembers and talks about significant events in their own experiences. PC Show an interest in technological toys or real objects such as cameras or mobile phones. T	Roleplay areas -Home Corner & Colour Kite Cabin BI Joins in singing favourite songs. EUMM Engages in imaginative role play based on own first-hand experiences. BI Begin to construct, buildings etc. EUMM Explores colour and how colours can be changed. EUMM

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	<p>Can talk confidently about the things I see, the colours I like and explain how I feel. <i>SCSA</i></p>	<p>I can talk confidently about the things I see, the colours I like and explain how I feel <i>S</i></p>	<p>Distinguish between the marks they make <i>W</i></p> <p>Themed writing paper. <i>W</i></p> <p>Letter formation and name writing. <i>W</i></p> <p>Recognise familiar words and signs such as own name and advertising logos. <i>R</i></p>	<p>Finger gym activity coloured bead threading <i>MH</i></p> <p>Dough Disco/wake up &amp; Shake up. <i>MH</i></p> <p>Fitness Friday- Throwing and catching a range of sized balls <i>MH</i></p> <p>Tooth brushing - <i>HSC</i></p>	<p>numeral recognition 1 to 5 and then to 10 <i>N</i></p> <p>Begin to talk about the shapes of everyday objects. <i>SSM</i></p> <p>Colour sorting of real objects onto Colour splats <i>SSM</i></p>	<p>Forest- Digging &amp; exploring <i>TW</i></p> <p>Talk about colours of the world. Is the sea always blue? Are carrots always orange? <i>TW</i></p> <p>Encourage chn to talk about their surroundings. <i>TW</i></p> <p>Use iPad to produce a picture of their own choice using colours <i>T</i></p>	
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<p>4</p> <p>Rainbows</p>	<p>Settle into new environment and routines <b>MFB</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>Take turns and share resources. <b>MFB</b></p> <p>Can talk confidently about the things I see, the colours I like and explain how I feel. <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>Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because') <b>S</b></p> <p>I can talk confidently about the things I see, the colours I like and explain how I feel <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- h &amp; b</p> <p><b>Tricky Words- I, and &amp; the</b></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>Themed writing paper. <b>W</b></p> <p>Letter formation and name writing. <b>W</b></p> <p>Recognise familiar words and signs such as own name and advertising logos. <b>R</b></p>	<p>Shows a preference for a dominant hand. <b>MH</b></p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors <b>MH</b></p> <p>Play colour related games with hoola hoops, bean bags, balls, chalks etc. <b>MH</b></p> <p>To be able to dress with help <b>HSC</b></p> <p>Finger gym activity coloured bead threading <b>MH</b></p> <p><b>Dough Disco/Wake up &amp; Shake up.</b> <b>MH</b></p> <p><b>Fitness Friday- Climbing, sliding and jumping</b> <b>MH</b></p> <p><b>Tooth brushing -</b> <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> Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p><b>N</b> numeral recognition 1 to 5 and then to 10</p> <p><b>SSM</b> Begin to talk about the shapes of everyday objects.</p>	<p>Show care and concern for allotment and forest area. <b>TW</b></p> <p><b>Forest- Den building for hedgehogs.</b> <b>TW</b></p> <p>Remembers and talks about significant events in their own experiences. <b>PC</b></p> <p>Show an interest in technological toys or real objects such as cameras or mobile phones. <b>T</b></p> <p>Talk about colours of the world. Is the sea always blue? Are carrots always orange? <b>TW</b></p> <p>Encourage chn to talk about their surroundings. <b>TW</b></p>	<p>Roleplay areas –Home Corner &amp; Colour Kite Cabin <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>Explores colour and how colours can be changed. <b>EUMM</b></p> <p>Painting pictures of rainbows. <b>EUMM</b></p> <p><b>Sing rainbow and colour songs.</b> <b>EUMM</b></p> <p>Create large rainbow for the display <b>EUMM</b></p> <p><b>Baking Blueberry muffins</b> <b>EUMM</b></p>
<p>5</p> <p>Weather</p>	<p>Settle into new environment and routines <b>MFB</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>Take turns and share resources. <b>MFB</b></p> <p>Can talk confidently about the things I see, the colours I like and explain how I feel. <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>Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because') <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- f/ff &amp; i/ll <b>Tricky Words- I, and, the &amp; to</b></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>Shows a preference for a dominant hand. <b>MH</b></p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors <b>MH</b></p> <p>Play colour related games with hoola hoops, bean bags, balls, chalks etc. <b>MH</b></p> <p>To be able to dress with help <b>HSC</b></p> <p>Finger gym activity pipe cleaners &amp; colanders <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> Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p><b>N</b> numeral recognition 1 to 5 and then to 10</p>	<p>Show care and concern for allotment and forest area. <b>TW</b></p> <p><b>Forest- Looking at how the weather effects the forest area, damage etc</b> <b>TW</b></p> <p>Remembers and talks about significant events in their own experiences. <b>PC</b></p> <p>Show an interest in technological toys or real objects such as cameras or mobile phones. <b>T</b></p> <p>Talk about colours of the world. Is the sea always blue?</p>	<p>Roleplay areas –Home Corner &amp; Colour Kite Cabin <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>Explores colour and how colours can be changed. <b>EUMM</b></p> <p><b>Children to create or paint a sun, rain, rainbow etc with a range of resources.</b> <b>EUMM</b></p>

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			Themed writing paper. W	Dough Disco/Wake up & Shake up. MH	Begin to talk about the shapes of everyday objects. SSM	Are carrots always orange? TW	
		I can talk confidently about the things I see, the weather and explain how I feel S  To use a range of tenses. S	Letter formation and name writing. W Recognise familiar words and signs such as own name and advertising logos. R Reading / Phonic assessments: initial sounds + blending and segmenting R	Fitness Friday- Circle games. MH  Tooth brushing - HSC	Number formation with tiles and then white boards. N  Maths Assessments Number recognition N	Encourage chn to talk about their surroundings. TW  Start a Weather Chart to look at the range of weather that we get over a week and to encourage descriptive language. TW	
6 Christmas Weather Christmas Open Day	Settle into new environment and routines MFB  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  Take turns and share resources. MFB  Can talk confidently about the things I see, the colours I like and explain how I feel. SCSA	Can join in with repeated refrains in The Nativity story & anticipate key events. LA  Develop and maintain concentration LA  Listens with interest to the noises adults make when they read a story. LA  Can retell a simple past event in correct order. S Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because') S  I can talk confidently about the things I see, the weather and explain how I feel 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 Repeats words or phrases from familiar songs, poems or jingles. R  Distinguish between the marks they make W  Themed writing paper. W  Letter formation and name writing. W Recognise familiar words and signs such as own name and advertising logos. R  Write Christmas Lists. W  Reading a range of stories including Christmas and Nativity. R	Shows a preference for a dominant hand. MH  Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors MH  Play colour related games with hoola hoops, bean bags, balls, chinks etc. MH  To be able to dress with help HSC  Finger gym activity wooden toys with moving parts such as stacking. 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 Realises not only objects, but anything can be counted, including steps, claps or jumps. N  numeral recognition 1 to 5 and then to 10 N  Begin to talk about the shapes of everyday objects. SSM  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  Remembers and talks about significant events in their own experiences. PC  Show an interest in technological toys or real objects such as cameras or mobile phones. T  Encourage chn to talk about their surroundings. 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  Continue the Weather Chart TW	Engages in imaginative role play based on own first-hand experiences. BI  Make a range of Christmas crafts etc during Open Day BI  Roleplay areas -Home Corner & Colour Kite Cabin BI  Joins in singing favourite songs. EUMM  Engages in imaginative role play based on own first-hand experiences. BI  Begin to construct, buildings etc. EUMM  Explores colour and how colours can be changed. EUMM  Singing Christmas carols. EUMM  Christmas themed pictures and paintings. EUMM



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UTW: People and Communities (PC); The World (TW); Technology (T)
EAD: Exploring and Using Media and Materials (EUMM); Being Imaginative (BI)

7	Settle into new environment and routines <b>MFB</b> Express own preferences and interests. <b>SCSA</b> Shows confidence in asking adults for help. <b>SCSA</b> Children to develop confidence in talking to their peers about their experiences and discoveries. <b>SCSA</b> Take turns and share resources. <b>MFB</b> Can talk confidently about the things I see, the colours I like and explain how I feel. <b>SCSA</b>	Can join in with repeated refrains in The Nativity story & anticipate key events. <b>LA</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> Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because') <b>S</b> I can talk confidently about the things I see, the weather and explain how I feel <b>S</b> To use a range of tenses. <b>S</b>	PH1- Name recognition & initial sounds. Mouth movements, sounds and range of volume sounds. PH2- Name recognition and sounds from their name. Read it, write it- j & v Tricky Words- I, and, the, to, no & go R & W Repeats words or phrases from familiar songs, poems or jingles. <b>R</b> Distinguish between the marks they make <b>W</b> Themed writing paper. <b>W</b> Letter formation and name writing. <b>W</b> Recognise familiar words and signs such as own name and advertising logos. <b>R</b> Write Christmas Lists. <b>W</b> Reading a range of stories including Christmas and Nativity. <b>R</b>	Shows a preference for a dominant hand. <b>MH</b> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors <b>MH</b> Play colour related games with hoola hoops, bean bags, balls, chinks etc. <b>MH</b> To be able to dress with help <b>HSC</b> Finger gym activity of placing coloured pompoms onto Christmas tree shape. <b>MH</b> Dough Disco/Wake up & Shake up. <b>MH</b> Fitness Friday- Hop scotch. <b>MH</b> Tooth brushing - <b>HSC</b>	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 Maths assessment- rote counting and number recognition. <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 talk about the shapes of everyday objects. <b>SSM</b> Numbered Christmas trees and baubles for number recognition and counting. <b>N</b>	Show care and concern for allotment and forest area. <b>TW</b> Remembers and talks about significant events in their own experiences. <b>PC</b> Show an interest in technological toys or real objects such as cameras or mobile phones. <b>T</b> Encourage chn to talk about their surroundings. <b>TW</b> Be able to recognise and describe special times or events for family such as Christmas celebrations or parties. <b>PC</b> Children are to learn the Nativity story. <b>TW</b>	Engages in imaginative role play based on own first-hand experiences. <b>BI</b> Roleplay areas -Home Corner & Colour Kite Cabin <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> Explores colour and how colours can be changed. <b>EUMM</b> Singing Christmas carols. <b>EUMM</b> Christmas themed pictures and paintings. <b>EUMM</b>
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