

**ORCHARD PRIMARY SCHOOL – MEDIUM TERM PLANNING**  
**FOUNDATION STAGE – NURSERY – AUTUMN 2015 – SETTLING IN & BEARS**

**Personal, Social and Emotional Development** (Prime Area)

*(Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships)*

- Separates from main carer with support.
- Develops relationship with class staff.
- Feel safe and secure and show a sense of trust.
- Shows understanding and cooperates with some boundaries and routines

**Key Activities:**

- ✚ Settle children into the nursery environment
- ✚ Develop relationships with the children and their parents/carers.
- ✚ Circle games focusing on children's names.
- ✚ Staff to model how to access and use the curriculum areas around nursery.
- ✚ Establish nursery routines/behaviour expectations, including tidy up time.
- ✚ Use symbols and visual timetable to reinforce.
- ✚ Support children in sharing and taking turns

**Physical Development:** (Prime Area)

*(Moving and handling, Health and self-care)*

- Begin to be independent in self-care
- Move with confidence
- Shows control in using jugs to pour, hammers, books and mark making tools

**Key Activities:**

- ✚ Support children in hygiene routines - going to toilet, washing and drying hands, using snack table.
- ✚ Children to feel confident moving about nursery environment inside and outside.
- ✚ Support children using climbing frames, bikes and scooters.
- ✚ Children to learn to avoid obstacles and other children
- ✚ Support children in using balls and beanbags
- ✚ Support children in developing fine motor skills using a variety of resources including simple tools.
- ✚ Water and sand play.
- ✚ Playdough activities using range of tools and modelling different techniques.
- ✚ Range of construction kits and small world equipment.
- ✚ Small and large scale mark making activities

**Characteristics of Effective Learning**

*Playing and exploring - engagement*

*Active learning - motivation*

*Creating and thinking critically - thinking*

**Understanding the world** (Prime Area)

*(People and communities, the world, Technology)*

- Has a sense of own immediate family and relations
- Shows curiosity and interest by exploring surroundings.
- Seek to acquire basic skills in operating ICT equipment

**Key Activities:**

- ✚ Share family books, photos and special books
- ✚ Model how to use indoor and outdoor K& U areas and support children in accessing and using interactive displays.
- ✚ Cooking activities.
- ✚ Opportunities to explore sand and water and various malleable materials.
- ✚ Support children using simple programs on class computers.



### **Communication and Language** (Specific Area)

*(Listening and attention, Understanding, Speaking)*

- Listens to and enjoys rhythmic patterns in rhymes and stories
- Respond to simple instructions
- Uses gestures sometimes with limited talk

#### **Key Activities:**

- ✚ Action songs, clapping games and rhythm games and stories
- ✚ Develop a repertoire of nursery rhymes and songs.
- ✚ Rhyme of the week
- ✚ Letters and Sounds Phase 1: sound discrimination
- ✚ Use visual timetable/symbols/photos/objects to aid communication
- ✚ Share cultural stories/songs and bilingual books. Link to Black History month and general children/family background
- ✚ Introduce and share 'Special Books' with children
- ✚ Adults to join and support conversation at snack table, role play, construction, etc.
- ✚ Develop and support areas to promote speaking and conversation, inside and out

### **Literacy** (Specific Area)

*(Reading, Writing)*

- Develops an interest in books
- Experiments with mark making, sometimes ascribing meaning to marks
- Developing name recognition.
- Positive use of book areas and books. Modelled reading activities.
- Reading stories, use of book language and developing concepts of reading.

#### **Key Activities:**

- ✚ Read texts with repeated refrains and encourage children to join in with them.
- ✚ Letters and Sounds phase one activities
- ✚ Model how to use the reading areas and mark making areas.
- ✚ Small and large scale mark making inside and outside, including with chalks, painters brushes and range of different media
- ✚ Core books (Bears) :
- ✚ Goldilocks and the 3 bears, We're going on a bear hunt, Christmas story

### **Mathematics** (Specific Area)

*(Numbers, Shape, space and measure)*

- Shows an interest in numbers and counting.
- Enjoys joining in with number rhymes and songs
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Sorts and matches objects and talks about sorting.

#### **Key Activities:**

- ✚ Model how to use maths areas and resources inside and outside and encourage children to use these independently.
- ✚ Counting songs, rhymes and counting games.
- ✚ Sorting by shape, size, group and colour (e.g. bears).
- ✚ Sorting and matching opportunities during tidy up time
- ✚ Jigsaw puzzles, matching games, lotto games.
- ✚ Cooking activities.
- ✚ Sand and water play.

### **Expressive arts and design** (Specific Area)

*(Exploring and using media and materials, being imaginative)*

- Explore different media
- Join in singing favourite songs
- Begin to make-believe by pretending

#### **Key Activities:**

- ✚ Staff model how to use independent art workshop areas indoors and outdoors, including how to use and care for resources.
- ✚ Large and small scale painting and collage.
- ✚ Junk modelling.
- ✚ Range of construction activities
- ✚ Singing songs together. Beginning to develop repertoire of shared songs
- ✚ Listening games with instruments (cross curricular link to Letters and Sounds activities).
- ✚ Model and join in with imaginative play in role play areas, inside and outside (home corner, playhouse, etc).