

Saint Mary's Catholic Primary Academy

Nursery Medium Term Plan

Advent 1-Where I live

	4/9/23	11/9/23	18/9/23	25/9/23	2/10/23	9/10/23	16/10/23
Significant events		Roald dahl day 13 th September	Talk like a pirate day 19 th	23 rd first day of autumn	4 th world space week 4 th National poetry day		
Seasonal changes	Weather watch week	Is it still summer?	Signs of autumn	Rain collecting	Weather watch week-compare	Autumn stories outside	Leaf collecting
Nursery Rhymes	I'm a little Teapot	I'm a little Teapot	Tommy Thumb	Incy Wincy Spider	Wind the Bobbin up	Heads, Shoulders, Knees and Toes	Hickory Dickory Dock
Book Focus	The Colour Monster goes to school	The Colour Monster goes to school	Rainbow fish	Lost and found	All welcome here	My mums a firefighter	A superhero like you
Vocabulary	Doctor, Nurse, Vet, Priest, police officer, fire fighter, coast guard, paramedic, help, community, family, mum, dad, grandad, grandma, auntie. Uncle, step mum, step dad, sister, brother, god parents, friends, teacher, shop keeper, dentist, home, church, shop, school, play ground, park						
Communication and Language	<p>Knowledge- To know how to respond to very simple requests when shown first by an adult.</p> <p>Skills- To watch an adult follow an instruction e.g. stand on the carpet and then do the same task.</p>	<p>Knowledge- To know how to respond to my own name and will change my activity when encouraged by an adult.</p> <p>Skill- To direct my attention to an adult when I hear my name and try a new activity.</p>	<p>Knowledge – To know how to join in with rhymes and songs.</p> <p>Skill - To be able to move their body to music and songs.</p>	<p>Knowledge – To know how to explore objects using senses.</p> <p>Skills – To be able to touch, see, taste, smell and hear within the environment around them.</p>	<p>Knowledge- to know to sit and listen.</p> <p>Skills- To look at a teacher when they are talking and be able to use words and instructions they have heard.</p>	<p>Knowledge – To know how to answer simple questions.</p> <p>Skills – When asked a question e.g. "who is jumping" to be able to identify if it is them jumping and put their hand up or say me.</p>	<p>Knowledge- To know how to concentrate for slightly longer periods of time (3-6minutes).</p> <p>Skills- To engage in one activity e.g. tuff spot for over 3 minutes before moving on to another activity.</p>

Speaking	Knowledge- To know how to use their voice to copy sounds. Skill- To be able to copy sounds from an adult.	Knowledge- To Know how to copy sounds and words frequently. Skill – Use words during different activities.	Knowledge - To know how to make a request when they have a need. Skill - To be able to put 2 words together to make a request.	Knowledge -To know how to use 50 or more single words. Skill – To be able to say 50 words.	Knowledge – To know how to use 50 or more single words. Skill – To be able to say 50 words that are recognisable to adults and peers.	Knowledge- To know how to use everyday words to talk about people I know. Skill – To be able to say words when they	Knowledge – To know how to put words together to make sense. Skill – To be able to start short sentences with 2-3 words.
PSED Managing self Buliding relationships Self regulation	Knowledge- To know how to separate from my main carer with support from a familiar adult. Skill – To be able to leave carer and settle in school.	Knowledge- To know that they can gain comfort from a familiar adult. Skill- To be able to seek support from an adult when they are upset.	Knowledge- To know that I can leave a familiar adult to explore and then come back to them as a secure base. Skill- To be able to use the enhanced provision and seek an adults comfort when needed.	Knowledge- To know that some things are mine and some belong to others. Skill- To be able to play along side another child.	Knowledge- To know what there are different activites I can choose from. Skill- To be able to join in activities that interest me and find out what I like.	Knowledge- To know different people have different feelings. Skill- To be able to show an understanding of other peoples feelings.	Knowledge- To know how to welcome praise. Skill- To understand that praise is given for achievements.
Physical Development Gross Motor Skills	Knowledge – To know how to control my whole body and am able to negotiate space. Skill- To be able to use the inside areas and not bump into items such as tuff spots, tables etc.	Knowledge – To know how to squat to pick up toys. Skill – To be able to bend from the knees to pick up a toy rather than bending from the back.	Knowledge- To know how to run safely on one foot. Skill- To be able to use the whole foot not just toes/ ball of foot when running.	Knowledge – To know how to run but sometime fall. Skill – To be able to know that when we fall we can get back up, seek comfort if needed and run again.	Knowledge –To Know how to move spontaneously within available space. Skill – To be able to use the space available (not just a small space) to move e.g. run, walk ect.	Knowledge – To know how to attempt to kick a ball. Skill – To be able to balance on one leg and lift the other to kick a ball.	Knowledge – To know how to walk up stairs holding an adults hand. Skill – To be able to place one foot on one step.
Physical Development Fine Motor Skills	Knowledge – To know we can use our hands to manipulate Skill – To be able to use a fistid grip to draw top to bottom.	Knowledge- To know we can use our hands to manipulate Skill- To be able to use a fistid grip to draw side to side.	Knowledge- To know we can use our hands to manipulate. Skill- To be able to use a fistid grip to draw a circle.	Knowledge- To know we can use our hands to manipulate. Skill- To be able use a fistid grip to draw a cross.	Knowledge – To know how to use a palmar grip and four finger grip. Skill- To use fingers to pinch dough.	Knowledge -To know how to use a palmar and four finger grip. Skill- To be able to open pegs using the pinching method.	Knowledge -To know how to use a palmar and four finger grip. Skill- To be able to pinch thread and feed it through a whole e.g. pasta.
Literacy Writing	Knowledge – To know I can make a mark.	Knowledge – To know I can make a mark.	Knowledge – To know I can make a mark. Skill – To be able to make marks with	Knowledge – To know I can make a mark.	Knowledge – To know I can make a mark.	Knowledge – To know that print has meaning. Skill- To be able to choose a book and	Knowledge- To know about page sequencing.

Comprehension and word reading	Skill- To be able to hold and use chalk to make a mark.	Skill – To be able to hold and use a paint brush/ paint to make a mark.	water on a wall/ floor using their fingers/ paintbrush/ sponge.	Skill – To be able to hold and use a crayon to make a mark.	Skill- To make able to make marks with purpose.	know an adult can read them a story.	Skill- To be able to open a book at the first page and turn pages in order.
Maths Number Numerical Patterns	Knowledge- To know how to recite some number names in sequence. Skill- To be able to copy a teacher singing a song.	Knowledge- To know how to recite some number names in sequence. Skill- To be able to copy a teacher singing a song.	Knowledge- To know how to recite some number names in sequence. Skill- To be able to copy a teacher singing a song.	Knowledge – To know they can make marks that represent numbers. Skill – To be able to use a crayon to make one dot or line.	Knowledge- To know and show an understanding of simple comparisons. Skill- To be able to look at a group of objects and point to which have more or less.	Knowledge – To know how to mark make and know that mark has a numerical meaning. Skill – To show an adult a mark and know to them it means a number.	Knowledge- To know how to mark make and know that mark has a numerical meaning. Skill- To be able to make a mark and tell an adult what the mark means. E.g using dots/ lines.
Shape Space and Measure	Knowledge – To know how to begin to build with simple blocks. Skill- To be able to stack one block on top of one another.	Knowledge- To know how to fill and empty a container. Skill- To be able to select a container and fill it with water and then empty it.	Knowledge- To know how to fill and empty a container. Skill- To be able to select a container and fill it with sand and then empty it.	Knowledge- To know to see shapes in pictures. Skill- To be able to point and find a shape in a picture e.g. point to the circle.	Knowledge- To know pictures are made up of shapes. Skill- To be able to use paper shapes to make a picture.	Knowledge- To know how to fit shapes into shape sorters. Skill- To be able to use fine motor skills to push shapes into a matching hole.	Knowledge- To know how to show some understanding of ‘now’ and ‘next’. Skill- to show understanding of what is happening now and what is going to happen. Eg First play next lunch. (visual timetables)
Understanding the world.	Knowledge- To know their own life story. Skill- To be able to say they were born and are now 3/4.	Knowledge- To know their own immediate family and relations. Skill- To be able to talk about family members they live with.	Knowledge- To know how to sing some favorite songs. Skill- To be able to join in singing and express which song they like.	Knowledge- To be able to enjoy joining in dancing and ring games. Skill- To move their body to music and take pleasure in songs with actions.	Knowledge- To know how to create sounds. Skill- To know how to bang, tap and shake an instrument so it makes a sound.	Knowledge – To Know how to show an interest in different occupations and ways of life. Skill- To use imagination to pretend to be a firefighter, nurse, shop keeper.	Knowledge- To know how to play with small word models. Skill- To use gross and fine motor skills to move small world toys.

Expressive arts and design	Knowledge- To start to know how to make believe by pretending. Skill- To use imagination to pretend.	Knowledge- To start to know how to make believe by pretending. Skill- To use imagination to pretend to be another person.	Knowledge- To begin to use representation to communicate after drawing. Skill- To be able to talk about a drawing they have made and say what it means to them. E.g. that is me.	Knowledge- To know how to take part in simple pretend play using an object to represent something else even though they are not familiar. Skill- To be able to use a box as though it is a vehicle.	Knowledge- To know how to take part in simple pretend play using an object to represent something else even though they are not familiar. Skill- To be able to use shapes as food items.	Knowledge- To know how to explore colour and colour mixing. Skill- To be able see what happens when you mix colours together.	Knowledge- To know how to use various construction materials. Skill- To be able to balance and places boxes in different ways to represent something.
RE		Show religious artefacts	Knowledge: To know my name. Skill: To be able to talk about the importance of my name.	Knowledge: To know who is in my family. Skill: To be able to say who is in my family.	Knowledge: To know that God loves me. Skill: To be able to compose a class prayer.	Knowledge: To know ways to make people feel welcome. Skill: To be able to make people feel welcome.	Knowledge: To know that a new baby is welcomed into a family. Skill: To be able to talk about how important a new baby is.