

Prime Area: Personal, Social and Emotional development



The children will;

- ◆ Develop the ability (with adult support) to separate from parents/carers and explore the Nursery environment.
- ◆ Form good relationships in the class, begin (with support) to share toys and equipment and be kind to others during play.
- ◆ Select their own resources during free play.
- ◆ Understand and follow class and school rules and boundaries.
- ◆ Begin to think about their own feelings and those of others.
- ◆ Explore stories about caring for each other through role-play, small world and puppetry.

Prime Area: Communication and Language



The children will;

- ◆ Begin to develop group listening skills. Play listening games and listen carefully to sounds in the school environment.
- ◆ Follow simple instructions e.g. 'Simon Says.....'
- ◆ Begin to express themselves using spoken language.
- ◆ Talk about family, friends and events that are important to them.
- ◆ Use spoken language during imaginative play e.g. when playing in the role play area or with small world toys.

Prime Area: Physical Development (PD)



The children will;

- ◆ Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area
- ◆ Manage their own needs in relation to hunger, thirst, toilet and personal hygiene
- ◆ Use small and large equipment and one-handed tools
- ◆ Promote fine motor control, hand/eye coordination by using threading activities, puzzles, small construction, etc.
- ◆ Mount stairs and steps using alternate feet
- ◆ Move with control and co-ordination and in a range of ways in time to music

FS1 Medium Term Planning

Autumn 1

Nursery

This plan indicates the areas of the curriculum that will be covered this half-term. Activities to promote the learning of these key skills will be planned for each week in response to the interests of the children.

Specific Area: Expressive Arts and Design



The children will;

- ◆ Learn, recite and sing traditional and modern rhymes and songs..
- ◆ Explore musical instruments and use them to create different sounds.
- ◆ Paint pictures of familiar people and things of personal significance e.g. pets, toys.
- ◆ Play with small world resources representationally
- ◆ Explore resources and tools available in the environment. Begin to develop independent skills and use them appropriately.

Specific Area: Understanding the World



The children will;

- ◆ Know and begin to talk about the ways in which they are similar and unique.
- ◆ Share experiences of personal significance through different media.
- ◆ Comment on the things they see and experience both at home and at school.
- ◆ Investigate toys that use ICT or have moving parts
- ◆ Explore simple programs on school ICT equipment.

Specific Area: Literacy



The children will;

- ◆ Join in with rhyme based activities, learn a range of traditional and modern rhymes.
- ◆ Listen to a range of stories, share books in a variety of situations and join in favourite refrains.
- ◆ Begin to recognise their own names and those of their friends.
- ◆ Explore mark-making and begin to ascribe meanings to the marks they make.

Specific Area: Mathematics



The children will;

- ◆ Use the language of number in their play activities.
- ◆ Recite numbers in order to 3/5.
- ◆ Recognise that anything can be counted including jumps, steps and claps.
- ◆ Count small groups of objects with consistent accuracy..
- ◆ Use shapes in play and begin to develop categorising, sorting and matching skills.