

Nursery Medium Term Plan – Houses and homes

Autumn Term



Our theme in Nursery this term will be houses and homes and Autumn. We will be thinking about different types of houses, our homes, building houses, gluing houses, looking at house numbers and lots of roleplay around 3 little pigs and Owl babies. Children will be asked to bring in a family photograph of all the people who live in your house.

	Objectives to be delivered	Key knowledge & skills including vocabulary
PSED	<p>Afternoon nursery Introduced to boundaries and cooperate with some of the routines Help with toileting and hand washing. Taking turns and sharing focus. <i>Leave carer happily and maintain this for the duration of the session</i> <i>To follow instructions given without becoming upset</i></p> <p>Morning nursery Knows how to behave in a specific situation Happy to play as part of a group Mostly put on coats independently.</p>	<ul style="list-style-type: none"> Learn the classroom routines <p>Vocabulary associated with homes – room names and family status plus wider family :</p> <p>Hall, kitchen, living room, dining room, bathroom Bedroom, loft. Mother, father, brother, sister, grandparents.</p>
CU	<p>Afternoon nursery Enjoy listening to short stories. Learns simple songs</p> <p>Morning nursery Enjoy listening to longer stories and retell. Introduced to new vocabulary. <i>Complete an instruction with more than 1 step in it</i> <i>Join in with conversations that interest them</i></p>	<ul style="list-style-type: none"> Learn how to focus attention and listen purposefully <p>Vocabulary associated – Materials – smooth, strong, hard, rough, Fruit and animals in Handa's surprise: A banana, a guava, an orange, a mango, a pineapple, an avocado and a passion fruit. a monkey, an ostrich, zebra, giraffe, elephant, antelope and a parrot.</p>
PD	<p>Afternoon nursery Daily fine motor and gross motor activities to introduce new skills Eg – large muscle movements – ribbon sticks</p> <p>Morning nursery Use one handed tools – scissors – adult focused Matching developing physical skills to tasks and activities in the setting Usually clean and dry all day</p>	<p>Daily focuses Vocabulary associated – Roll, press, stick, up, down, snip, glue.</p>

Literacy	<p>Afternoon nursery Enjoy drawing freely Enjoy songs and rhymes Share books with an adult Children are exposed to traditional nursery rhymes, quality stories rhymes, songs, poems To develop language which they will revisit and become familiar with (an agreed spine) opportunities to find and use their name in context - self register /label a model</p> <p>Morning nursery Understand 5 concepts of print Develop phonological awareness Distinguish between picture and print Recognise their own name and use this for different purposes - self registration / labelling a model Handle books with care and turn pages one at a time</p>	<p>Daily story and phonics sessions</p> <p>Vocabulary associated- Turn, page, picture, words, listen, look, sit smartly.</p>
Maths	<p>Afternoon nursery Take part in finger rhymes with numbers Count in everyday contexts Build with a range of resources Complete inset puzzles Match objects to pictures or shapes Start to understand words to describe time and passing of time - day / night / home time / snack time</p> <p>Morning nursery Show finger numbers to 5 Recites numbers past 5 Say one number for each item Name and find a circle and a square Find and begin to name triangle and rectangle Begin to know the days of the week / today Use and understand positional language</p>	<p>Counting and number opportunities in areas of learning</p> <p>Vocabulary associated – one, two, three, four, five. Heavy, light. Under, on top</p>
UTW	<p>Afternoon nursery Notice differences between people. Make connections between the features of their family and other families</p> <p>Morning nursery Begin to make sense of their own life story and family's history. Explore how things work Know that there are different countries. Be aware of seasonal changes and talk about them</p>	<ul style="list-style-type: none"> • Lots of books in areas to enhance the topic Vocabulary associated <p>Materials – smooth, strong, hard, rough, Fruit and animals in Handa's surprise</p>

EAD	<p>Afternoon nursery Enjoy and take part in action songs. Move and dance to music Explore prime and secondary colours Explore simple sounds and different ways to make them</p> <p>Morning nursery Take part in pretend play using props Listen with increasing attention to sounds Explore colour and colour mixing Explore different materials freely in order to develop ideas about how to use them. Develop own ideas and then decide which materials to use to express them.</p>	<p>Opportunities in all areas</p> <p>Vocabulary associated – Colour names, story language during roleplay</p>
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Personal, Social, Emotional Development

- Ask children who lives in their house with them
- Bring in a photograph of their family
- Objects around the home – what are they used for?
- Discuss favourite rooms – what do they do in there?

Role play – Home corner, recreating their homes

Physical Development

- Play dough – making cakes – link to home area
- Make real cakes – baking opportunity.

Outside – Children to do some gardening/tidying up areas.

Communication and Language

Share the following texts over 2 weeks - The big red bath and Peace at last.

- Encourage and praise children when they ask questions
- Ask – literal questions around the texts.
- Big focus on listening and attention
- Introduce new vocabulary related to homes and family status

Week 1 and 2 – Our homes



Understanding the World

- Look at different types of houses. – use slideshow.
- What type of home is theirs?
- Talk about families and similarities and differences in them.



Events & Educational Visits:

Local walk – look at house types and numbers

Literacy

- Discuss and know difference between pictures and words.
- Enjoy short stories

Mathematics

- Building homes with a range of resources.
- House numbers on their doors?



Expressive Arts and Design

- Home corner roleplay – birthdays – linked to religious ed.
- Sing nursery rhymes linked to homes – Miss Polly, Polly put the kettle on,
- Small world – tree house with woodland animals and doll's house.



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Personal, Social, Emotional Development

Roleplay masks – 3 little pigs

In a circle time, discuss the Wolf and things that might scare us. Then talk about things that make us happy.



Communication and Language

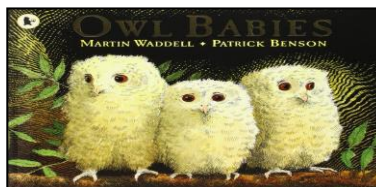
Share the following texts over the coming weeks - The 3 little pigs and Owl Babies.

- Introduce vocabulary related to the stories – Materials, Family status.
- Big focus on listening and attention
- Encourage and praise children when they ask questions
- Ask – literal questions around the texts.

Literacy

Retell the story of 3 little pigs and Owl babies using props.

Weeks 3 – 8 – Homes from traditional tales/stories



Physical Development

- Gross motor – building with larger blocks outside
- Use glue sparingly to make a house adding either straw, sticks or bricks to it.
- Cutting opportunities – 3 little pig puppets

Understanding the World

- Animal homes – linked to Owl babies and Autumn
- Explore materials – wood, straw and brick
- Could we make a home for Sarah, Percy and Bill?

Mathematics

- Counting opportunities – 3 little pigs/Owl babies– get me 3...

Events & Educational Visits:

Walk to our woodland area to look for signs of Autumn

Owl visit - Kirkleatham Owl centre.

Expressive Arts and Design

Roleplay – being a builder – outdoor

Learn 3 little pigs song

Autumnal colours – conker rolling with paints

Tough spot with Autumn leaves

Paint owls/pigs and wolves

Make an owl home – junk modelling

Autumn



Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> • While out on an autumn walk, encourage the children to listen to sounds they can hear. Ask them to describe the different sounds they are hearing. • Work together to make some salt dough. Talk about the ingredients being used and model using vocabulary, such as mix, stir, knead, dough. These Salt Dough Recipe Cards are helpful to support children to follow the instructions. • Teach and practise a selection of songs about autumn. These Autumn Songs are perfect for children to enjoy. • Set up an investigation area with different autumnal items, such as conkers, leaves, pine cones and vegetables. Encourage the children to explore them and ask questions about them. 	<ul style="list-style-type: none"> • Create this lovely Autumn Treasure Basket and allow the children to explore the items in the basket together. • Provide chalk and encourage children to work together to create an autumn-themed picture on the ground. They could make a Bonfire Night inspired picture or a scarecrow. • Give the children a selection of jobs for the outdoor area during autumn to help them to develop a sense of responsibility. They could be wellie rack checkers, coat helpers, leaf sweepers or weather monitors. • Look at autumn photos and encourage the children to talk about how it makes them feel. Ask them to think about their favourite autumn activity. Can they tell a friend why that is their favourite activity? 	<ul style="list-style-type: none"> • Use autumn colours and spices, such as cinnamon, nutmeg or ginger, to create autumn playdough. Children can create autumn-inspired models using the dough. • Using the salt dough made in a previous activity alongside sticks and black beads, children could mould the dough to make a hedgehog. Then, carefully place the beads for the hedgehog's face and sticks in the back for the spikes. • Look at and discuss appropriate clothing for autumn. Practise putting on gloves, scarves and hats. • Provide the children with streamers or ribbons in autumnal colours. Encourage the children to whirl and twirl them to create an autumn leaf dance.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Write different letters on a selection of leaves and hide them around the classroom. Ask the children to hunt for them. Can they spell their name out? • Provide the children with a tray of red, yellow and orange powder paint, along with a selection of leaves with letters on and a stick. Encourage the children to practise forming the letters in the powder. • Provide leaves, googly eyes and pens. Children can make their own leaf person by drawing their face and then writing their name above. • Explore the rhyming story Little Acorns. Encourage the children to listen carefully for the rhymes in the story. 	<ul style="list-style-type: none"> • Play a game with the children where you hide a toy hedgehog or squirrel in different places. Encourage the children to use prepositions to describe where the toy is. • Provide a range of 2D shapes, such as circles, squares, triangles and rectangles. Ask the children to create autumn-themed shape pictures. • Offer a range of natural objects, such as pine cones, conkers, leaves and small twigs. Encourage the children to make repeating patterns with the natural objects. • Create some squirrel nests using buckets or baskets and provide conkers as nuts for the squirrel. Encourage children to throw the conkers in the nest. Ask them to count how many they got in the nest. They could also record their score. 	<ul style="list-style-type: none"> • Take the children out on an autumn walk. Ask them to look around at all the different things they can see. Encourage them to talk about what they notice and how their surroundings have changed from the summer. • Allow time for the children to make themselves or explore kites. Take the children outside onto the playground. Ask them to notice how the wind lifts and moves their kite on a windy day. • Look at pictures of different animals that we see during autumn. Talk about their habitat, what they eat and how we can look after them. 	<ul style="list-style-type: none"> • Provide a range of leaves of different shapes and sizes, along with autumn-coloured paints. Allow the children to dip the leaves into the paint and print their patterns on to paper. • Provide conkers, some drain pipes and paper. Put paint in the drain pipe and encourage the children to roll conkers down the pipe on to paper at the bottom. Put different colour paints into the drain-pipe and ask the children to talk about how the colour of the paint is changing. • Place a selection of autumnal leaves in a large activity tray and provide paint colour testing cards. Encourage the children to match the different leaves to the correct colour on the cards. Can they talk about how the colours of the leaves are different?



Personal, Social, Emotional Development

How is Handa's house different to yours?
Would you like to live in a really hot country?
Tasting fruit from story.

Communication and Language

Share Handa's surprise.

- Introduce vocabulary related to the stories - fruit and animals.
- Discuss the ending

Literacy

- Retell the story using props.
- Discuss and know difference between pictures and words.
- Enjoy short stories

Weeks 9 and 10 – Homes around the world

Physical Development

Cut out and stick favourite fruits in a fruit bowl
Balance with a beanbag on your head – like Handa with her hat.

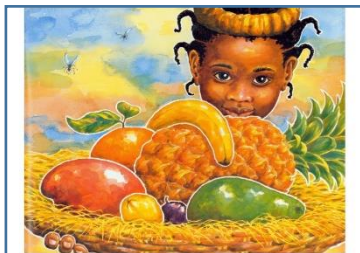


Mathematics

Count the fruits

Feel the weight of the fruits – heavy or light?

Take a vote – which fruit is my favourite? –
make a bar chart – using lego



Understanding the World

Discuss people around the world – watch Kenya video – linked to the story. Multicultural focus.

Taste different fruits – do we have a class favourite?

Expressive Arts and Design

Explore instruments from around the world.
Link to phonics – aspect 2 – instrumental sounds – guess the instrument game.

Paint some of the fruits from the story.

Glue fruits into a basket

Events & Educational Visits:

Look for fruits from the story whilst shopping with family in the supermarket

