


Mead Primary School Nursery Medium Term Planning

<p>Summer 1</p> <p>Toys</p>							
	Nursery Rhymes	Toys, past and present	Toy stories	Numbers 0-5	Shapes and size	Changes around us- Spring and onset of summer	Artist study- van Gogh
<p>S</p> <p>U</p> <p>g</p> <p>g</p> <p>e</p> <p>s</p> <p>t</p> <p>e</p> <p>d</p> <p>T</p> <p>e</p>	<p>Themed Books</p> <p>https://www.ruthmiskin.com/windows-and-mirrors-booklist/</p>						

x t s	Suggested rhymes and songs	<p>Nursery rhymes- Round and Round the Garden, Here is the Beehive, 5 Little Ducks, 1 2 3 4 5 Once I caught a fish alive, The Mulberry Bush</p> <p>Counting songs- 5 Little Ducks, 1 2 3 4 5 Once I caught a fish alive, How many fingers on one hand?, Seven Steps,</p> <p>Songs- My Favourite Toys, What do you have?- Toys, What do you have?- Toy vehicles, The Wheels on the Bus,</p>
----------------------	-----------------------------------	--

Area of Learning	Knowledge and Skills (Know how, know that, know the)	Revisited/Ongoing throughout the Year
 Communication & Language	<p>Know how:-</p> <ul style="list-style-type: none"> ● to listen to another person ● to express a need ● to initiate a conversation ● to respond in a conversation ● to follow a simple instruction ● to pretend play ● to listen to increasingly complex stories <p>Know that:-</p> <ul style="list-style-type: none"> ● we need to listen to others, especially to develop conversation ● we can use words and/or gestures to express a need ● we can use what we have read and learned in our own play and activities ● we can change our tone, intonation and pitch when talking to express emotions and characters <p>Know the:-</p> <ul style="list-style-type: none"> ● importance of listening to others ● importance of expressing own needs 	<p>Developing conversational skills</p> <p>Developing the ability to listen to and comprehend a story</p> <p>Developing the ability to use story language in our play</p>



Personal, Social and Emotional Development

Know how:-

- to express emotions
- to manage transition
- to choose own activities and play
- to engage with others
- to empathise with others

Know that:-

- others experience different emotions
- the adults are there to help and support
- we can help and support our peers
- we can choose different resources
- we can compromise when there are differences of opinion

Know the:-

- importance of being healthy
- importance of building friendships and reaching compromises when conflict occurs

Developing relationships to include building friendships, managing conflict, making compromises, sharing and taking turns.
Developing the confidence to be independent in thoughts and actions.



Physical Development

Know how:-

- to move safely and in a variety of ways
- to utilise fine and gross motor skills with control
- to dress and undress independently
- to eat using cutlery independently
- to empathise with story characters

Know that:-

- we need to keep ourselves healthy and exercise is part of that
- we can move our bodies in different ways
- we need to manage risks to complete activities safely

Know the:-

- different ways we can manipulate tools to suit a purpose
- different ways we can keep ourselves healthy

Developing awareness of our bodies and how we can use them in different ways to suit different purposes.
Developing our gross motor skills through a wide range of activities and movements
Developing our fine motor skills through a wide range of activities and movements and use of a variety of tools.
Developing an awareness of the importance of keeping healthy and the impact of diet and exercise on that.



Literacy



Know how:-


- to join in with songs and rhymes
- to listen to stories
- to turn the pages in a book
- to look at books independently
- to make marks on paper etc...

Know that:-

- we can like and dislike books and have our own opinions about them

Developing greater awareness of books and how to read them.
Developing our interest in books and rhymes.
Developing our independent reading skills.
Developing our writing skills.

	<ul style="list-style-type: none"> ● stories can be used to influence our play ● print has meaning ● we read from left to right and from top to bottom ● pages go in sequence ● stories have different characters and settings ● different marks can have different meanings <p>Know the:-</p> <ul style="list-style-type: none"> ● names of different parts of a book ● different parts of a story- beginning, middle and end 	
 <p>Mathematics</p>	<p>Know how:-</p> <ul style="list-style-type: none"> ● to join in with number rhymes ● to develop counting-like behaviours ● to subitise to 5 ● to recognise basic patterns ● to complete inset puzzles ● to recognise basic shapes <p>Know that:-</p> <ul style="list-style-type: none"> ● amounts increase or decrease if objects are added or subtracted respectively ● numerals and amounts are linked ● the last number reached when counting a group of objects tells you how many are in the set ● different shapes can be combined to make new ones <p>Know the:-</p> <ul style="list-style-type: none"> ● words to describe basic positions e.g front, behind, next to ● words to compare different amounts- more than, fewer than ● words to compare different measures- heavier/ lighter, bigger/ smaller, shorter/ taller 	<p>Developing awareness of numbers to 5 and what those numbers mean</p> <p>Developing awareness of basic patterns and using appropriate vocabulary to describe them</p> <p>Developing awareness of the basic 2D and 3D shapes and how to recognise and describe them</p> <p>Developing the ability to compare items and use appropriate vocabulary to do so.</p>
 <p>Understanding the World</p>	<p>Know how:-</p> <ul style="list-style-type: none"> ● to make sense of their own lives and those of others ● to use all of their senses in hands-on exploration of the things around them, both natural and man-made ● to talk about what they have observed around them <p>Know that:-</p> <ul style="list-style-type: none"> ● there are similarities and differences between people ● we have to care for our natural environment <p>Know the:-</p>	<p>Developing an awareness of their immediate environment</p> <p>Developing a sense of how they fit into the world</p> <p>Developing an awareness of their own family</p> <p>Developing a sense of past and present</p>

	<ul style="list-style-type: none"> members of our own family 	
 <p>Expressive Arts and Design</p>	<p>Know how:-</p> <ul style="list-style-type: none"> to use basic tools- paintbrush, scissors, gluesticks, pens and pencils to sing along with others to move and respond to music to mix colours to make other colours <p>Know that:-</p> <ul style="list-style-type: none"> we can give meaning to the marks we make we can use different tools, media and materials to create different effects we can create different actions to suit different songs and parts of songs <p>Know the:-</p> <ul style="list-style-type: none"> different ways we can manipulate media and materials to create specific effects 	<p>Developing an awareness of how to use different media and materials</p> <p>Developing the ability to join in with songs, remembering some independently</p>

Continuous Provision Indoor

Focus-

Area	Key Objectives and Intended Experiences	Role of the Adult	Key Vocabulary
Reading	<ul style="list-style-type: none"> Enjoy sharing books with an adult Have favourite books and want to share them Repeat words and phrases from familiar stories Ask questions and make comments about the book Pay attention and respond to the pictures or words Notice some print e.g. the first letter of their name Listening to and joining in with stories Beginning to look at books independently Describing main story settings, events and characters 	<ul style="list-style-type: none"> Adults to model how to read a book – conventions of looking at the front cover, turning pages carefully and how to store books, front cover facing, right way up. Follow children's ideas and interests for what to read Question children about events in the story Encourage children to express opinions about different books and stories 	<ul style="list-style-type: none"> Names of parts of a book- front cover, blurb, pages, illustrations, author, illustrator, pages, words, pictures, drawings, illustrations, writing, text question vocabulary- what happens next? what do you think? why? where? when? what? who? how?

	<ul style="list-style-type: none"> ● Engage in conversations about stories they have listened to ● Understand the 5 key concepts about print- print can have different purposes, reading left to right, top to bottom, page sequencing, naming the different parts of a book 		
Mark making/ Writing	<ul style="list-style-type: none"> ● Enjoy drawing freely ● Adding marks to pictures which they give meaning to ● Make marks on their pictures to stand for their name ● Show an interest in mark making activities ● Beginning to make marks for their name ● Use their print and letter knowledge in early writing 	<ul style="list-style-type: none"> ● Adults to model how to access and use the mark making equipment ● Adults to model how to store and tidy away the mark making equipment ● Adults to model giving meaning to marks they make ● Adults to model correct letter formation ● Follow children's ideas and interests as to what to write and draw 	<ul style="list-style-type: none"> ● Equipment names- pens, pencils, paper, crayons, ruler, letters, boards, erasers, rubbers, envelopes ● Letter names and sounds ● writing, drawing, scribbling, mark making, colouring, sketching,
Maths	<ul style="list-style-type: none"> ● Combine objects by stacking and putting one inside another ● React to changes of amounts ● Compare amounts ● Develop counting-like behaviours ● Count in everyday contexts ● Compare sizes ● Notice and arrange things in patterns ● Subitising up to 3 items ● Recite numbers past 5 ● Say one number for each item in order ● Know the last number reached when counting objects tells you how many are in the set ● Link numerals and amounts (up to 5) ● Experiment with own symbols and marks ● Talk about and explore 2D and 3D shapes ● Extend and create ABAB patterns ● Talk about patterns and correct them 	<ul style="list-style-type: none"> ● Adults to model counting ● Model sorting items and talking about the sorting process and criteria ● Model using comparative vocabulary ● Model using marks, symbols and numerals to record ● Model how to use shapes for a purpose ● Model measuring and comparing ● Model how to access the resources and to store them away again ● Follow children's ideas and interests for activities and problem solving 	<ul style="list-style-type: none"> ● Number names (to at least 10) ● Basic shape names and properties- square, triangle, rectangle, circle, sphere, cuboid, cube, cone, cylinder, round, straight, sides, corners, faces, edges ● Numicon, measuring worms, sorting, stacking, shapes, numbers, digits, calculator, ● colour names ● big, bigger, biggest, small, smaller, smallest, fewer, more than, long, longer, longest, short, shorter, shortest, heavy, heavier, heaviest, light, lighter, lightest, equal, middle, same, different

Creative	<ul style="list-style-type: none"> ● Start to make marks intentionally ● Explore paint, using fingers and other parts of their bodies as well as brushes and other tools ● Express ideas and feelings through making marks and sometimes give a meaning to the marks they make ● Start to develop pretend play ● Explore different materials, using all their senses and developing their imagination ● Explore different materials freely, developing their own ideas about how to use them ● Join different materials and explore different textures ● Create closed shapes with continuous lines and begin to use these shapes to represent objects ● Draw with increasing complexity and detail ● Use drawing to represent ideas like movement or loud noises ● Explore colour and colour mixing ● Using one-handed tools 	<ul style="list-style-type: none"> ● Adults to model accessing and using the equipment and how to store it away ● Adults to model different methods and approaches e.g ways to join materials ● Adults to model how to use the equipment safely ● Encourage wearing of appropriate attire e.g. aprons when painting ● Encourage cleaning of self if made dirty during activities ● Follow children's interests and ideas for what to make ● Question children about the best way to approach their ideas and encourage them to problem solve 	<ul style="list-style-type: none"> ● Equipment names- pens, pencils, paint, glue, glue sticks, paintbrushes, scissors, paper, card, collage, feathers, foam shapes, ribbons, wool, corrugated card, tissue paper, shiny paper, felt, stencils, tape, ● Method words- painting, glueing, sticking, cutting, drawing, colouring, collaging, chalking, writing, sketching, scribbling,
Play dough	<ul style="list-style-type: none"> ● Manipulate different materials ● Explore different materials using all their senses ● Make simple models ● Develop fine motor skills and muscle movement ● Gain control of their bodies 	<ul style="list-style-type: none"> ● Adults to model how to access the resources and equipment and store away afterwards ● Model how to manipulate the play dough in different ways ● Model how to add resources to achieve a different look to a model ● Model and support to make own play dough 	<ul style="list-style-type: none"> ● Play dough, cutters, knives, rollers, rolling pins, mats, cake cases, ● roll, pinch, cut, tear, squeeze, squash, hold, hand, fingers, thumbs, squish, flatten, press, model ● flour, salt, water, oil, bowl, mixing, stirring, paint
Home Corner	<ul style="list-style-type: none"> ● Develop pretend play ● Use talk to organise play ● Develop conversations 	<ul style="list-style-type: none"> ● Adults to model how to access and use the resources ● Model how to put resources away 	<ul style="list-style-type: none"> ● kitchen equipment words, home words- oven, sofa, table, fridge, shelves etc... ● food names

	<ul style="list-style-type: none"> ● Engage in simple play using objects as props ● Play with one or more children ● Make sense of their own life story ● make connections between their own family and families of others 	<ul style="list-style-type: none"> ● Support children to resolve conflicts when they occur ● Follow children's interests and ideas for activities and storylines ● Encourage to respond to stories heard in their play 	<ul style="list-style-type: none"> ● drink names ● cutlery names ● cooking processes- cook, boil, fry, bake, poach, steam, ● washing up, cooking, cleaning, dressing, tidying, storing, ● cafe words- orders, waiting staff, buy, money
Construction	<ul style="list-style-type: none"> ● Suggest own ideas ● Build models with a range of resources ● Combine objects by stacking ● Make comparisons between models especially relating to size ● Develop positional language ● Make simple models to express ideas ● Make imaginative and complex small worlds using blocks and construction 	<ul style="list-style-type: none"> ● Adults to model how the different construction sets can be used to make models. ● Question children about sturdiness and purpose for children to develop problem solving skills. ● Introduce the construction shed and how to safely remove and tidy materials. ● Follow children's interests and ideas for what to construct and promote collaborative team work. 	<ul style="list-style-type: none"> ● size and comparative language- big, bigger, biggest, small, smaller, smallest, large, larger, largest, tall, taller, tallest, high, higher, highest, low, lower, lowest, ● blocks, construction ● positional language- next to, in front of, behind, between, over, under, below, on top of, before, after, ● colour words ● texture words- rough, smooth, etc... ● Plan, design, make, construct, improve, extend ● platforms, levels, floors, lift, ● 2D shape names ● 3D shape names
Puzzle	<ul style="list-style-type: none"> ● Complete inset puzzles ● Solve problems ● Notice patterns ● Arrange things in patterns 	<ul style="list-style-type: none"> ● Adult to question and model how to approach problem solving ● Model how to access the resources and store them away ● Model how to look after the pieces when using them ● Follow the children's interests as to which puzzles to solve 	<ul style="list-style-type: none"> ● puzzle, piece, solve, complete, finish, move, try, fit, picture, curved, straight
Small world	<ul style="list-style-type: none"> ● Develop pretend play ● Use talk to organise play ● Develop conversations ● Engage in simple play using objects as props 	<ul style="list-style-type: none"> ● Adults to model how to access and use the resources ● Model how to put resources away ● Support children to resolve conflicts when they occur 	<ul style="list-style-type: none"> ● Equipment names- stones, rocks, wood etc.... ● Dinosaur names ● Fairytale character names ● wild animal names

	<ul style="list-style-type: none"> ● Play with one or more children ● Develop storylines ● Use objects as props to support play ● Use all their senses in hands-on exploration of natural materials and resources ● Develop their vocabulary, talking about what they see ● Talk about differences between materials ● Use talk to organise their play 	<ul style="list-style-type: none"> ● Follow children's interests and ideas for activities and storylines ● Explore different natural materials ● Encourage to use stories listened to in their play 	<ul style="list-style-type: none"> ● rough, smooth, plastic, natural, bumpy, flat, heavy, light, ● colour names ● size vocabulary- big, small etc...
--	---	--	---

Continuous Provision Outdoor

Focus-

Area	Key Objectives and Intended Experiences	Role of the Adult	Key Vocabulary
Sand	<ul style="list-style-type: none"> ● Maths-Capacity- filling and emptying and comparing ● Physical Development- Motor skills- developing fine motor skills through pouring, filling, digging, scraping, smoothing, crumbling, sieving, sifting etc... ● PSED- working together, selecting resources ● CAL- vocabulary expansion ● Problem solving, persistence, resilience ● Investigation ● Making independent choices 	<ul style="list-style-type: none"> ● Adults to introduce the outdoor sand shed and its contents to children. ● Model how to use shovels, equipment on a grand scale to support gross motor skill development. ● Remind children about the safety of sand around other children and to keep sand low to avoid sand in eyes. ● Model how to shake sand back into a sand pit and store equipment away. 	<ul style="list-style-type: none"> ● Names of equipment. ● Fill, dig, empty, flatten, level off, pile up, sink, smooth out, crumble, fall and disappear. ● Wet, dry, damp, soggy, soaked, squelchy, warm, cold, soft, hard, solid, level, lumpy, crumbly, rough, sharp, spiky, smooth, runny ● Pattern, print, mark, shape, mould, squeeze, pour, scratch, drag, drop, slide, scrape. ● Big(ger), small(er), tall(er), short(er), wide(er), long(er), thin(ner), higher, full, empty, order, size.
Water	<ul style="list-style-type: none"> ● Capacity- filling and emptying ● Motor skills- developing fine motor skills through pouring, emptying, stirring, mixing, transferring, ● PSED- working together 	<ul style="list-style-type: none"> ● Adults to introduce the water area resources and contents of the storage unit to the children. 	<ul style="list-style-type: none"> ● Names of equipment. ● Drop, drip, puddle, change ● Wet, dry, soggy, soaked, squelchy, warm, cold, hot, freezing,

	<ul style="list-style-type: none"> ● CAL- vocabulary expansion ● Problem solving, persistence, resilience ● Investigation ● Making independent choices 	<ul style="list-style-type: none"> ● Model to the children how to source water for play and use the water containers for exploration. ● Model using guttering/pipes how to make water travel and promote collaborative team work, problem solving skills. ● Adults encourage appropriate attire so children do not soak uniforms including wellies, rain suits, coats or aprons ● Model how to store the equipment away 	<ul style="list-style-type: none"> ● Splash, spray, bubble, wave, squeeze, trickle, pour, fast, slow, slip, slide, soak, leak, squeeze, squirt, fountain. ● Full, empty, big(ger), small(er), order, size, deep, deeper, deepest, shallow, shallower, shallowest. ● Tip, float, sink. ● Vocabulary associated with small world play – people and boats, pirates, under sea creatures, car wash etc...
Construction	<ul style="list-style-type: none"> ● Maths- spatial awareness, shape recognition, pattern creation and continuation ● Physical Development- developing motor skills, building models, moving larger items e.g. bricks, connecting, developing manipulation and control ● PSED- cooperation, independence, selecting resources, awareness of safety, setting and achieving goals ● CAL- vocabulary expansion, making themselves understood, explaining and informing, focussing attention ● Cooperation, problem solving, persistence, resilience ● Planning, investigating and persevering ● Linking ideas ● Making independent choices 	<ul style="list-style-type: none"> ● Adults to model how the different construction sets can be used to make models. ● Question children about sturdiness and purpose for children to develop problem solving skills. ● Introduce the construction shed and how to safely remove and tidy materials. ● Follow children's interests and ideas for what to construct and promote collaborative team work. 	<ul style="list-style-type: none"> ● Colour names. ● Cardinal number e.g. first, second, third etc... ● 2D shape names e.g. square, circle, triangle, rectangle etc. ● 3D shape names e.g. cube, cuboid, sphere, pyramid etc. ● Language of position e.g. before, after, on top off, behind, in front of etc. ● Language of size, e.g. tall, short, wide, narrow, low, high, deep. ● Descriptive language, e.g. rough, smooth, stable, unstable ● Levels, platforms, floors, entrance, exit, purpose ● Plan, design, improve, extend.
Obstacle and den building	<ul style="list-style-type: none"> ● Maths- spatial awareness, shape recognition, pattern creation and continuation 	<ul style="list-style-type: none"> ● Adults to model how crates, pipes, tubing can be used to construct structures. ● Question children about sturdiness and purpose for children to develop problem solving skills. 	<ul style="list-style-type: none"> ● Colour names. ● Cardinal number e.g. first, second, third etc... ● 2D shape names e.g. square, circle, triangle, rectangle etc.

	<ul style="list-style-type: none"> ● Physical development- developing motor skills (strengthening gross motor), moving larger items, transporting items, connecting, fitting self into spaces, climbing, building, developing manipulation and control, developing balance ● PSED- cooperation, collaboration, independence, selecting resources, awareness of safety, setting and achieving goals ● CAL- vocabulary expansion, making themselves understood, explaining and informing, focussing attention ● Cooperation, problem solving, persistence, resilience ● Planning, investigating and persevering ● Linking ideas ● Making independent choices 	<ul style="list-style-type: none"> ● Introduce the den building shed and how to safely remove and tidy materials. ● Follow children's interests and ideas for what to construct and promote collaborative team work. 	<ul style="list-style-type: none"> ● 3D shape names e.g. cube, cuboid, sphere, pyramid etc. ● Language of position e.g. before, after, on top off, behind, in front of etc. ● Language of size, e.g. tall, short, wide, narrow, low, high, deep. ● Descriptive language, e.g. rough, smooth, stable, unstable ● Levels, platforms, floors, entrance, exit, purpose ● Plan, design, improve, extend.
Physical activity shed	<ul style="list-style-type: none"> ● Physical Development- developing core strength, developing muscle strength, developing gross motor skills, different ways of moving, developing balance, developing hand-eye coordination (throwing, catching, striking etc...), moving in different ways, using large- muscle movements (waving, etc...) ● PSED- cooperation, collaboration, independence, selecting resources, awareness of safety, setting and achieving goals, turn taking and sharing 	<ul style="list-style-type: none"> ● Model how to access the equipment , to remove it safely and to store it away safely. ● Model how to play games and conduct activities using the different equipment safely ● Model teamwork when playing games, including taking turns and sharing ● Follow children's interests and ideas for what to play and promote collaborative team work. 	<ul style="list-style-type: none"> ● Names of equipment including sections e.g. handlebars, steering wheel, pedals etc... ● Colour names ● Pedal, brake, push, steer, control, obstacles, stop, go, cycle, scoot, turn, direction ● Throw (threw), catch (caught), roll, bounce, dropped, chase, stop ● Language of position- up, down, before, after, left, right, forwards, backwards, behind, in front, sideways etc... ● Fast, slow(ly), speed, quick(ly)

	<ul style="list-style-type: none"> ● CAL- vocabulary expansion, making themselves understood, explaining and informing, focussing attention ● Cooperation, problem solving, persistence, resilience ● Planning, investigating and persevering ● Linking ideas ● Making independent choices 		<ul style="list-style-type: none"> ● Wave, wiggle, twirl, swirl, curl, wavy, spin, circling, stream, windy, curve, bend ● Skip, hop, jump, run, walk, balance, sit, stand, roll
Climbing equipment and soft play	<ul style="list-style-type: none"> ● Physical Development- developing core strength, developing muscle strength, developing gross motor skills, different ways of moving, developing balance, moving in different ways, using large-muscle movements ● PSED- cooperation, collaboration, independence, selecting resources, awareness of safety, setting and achieving goals, turn taking and sharing ● CAL- vocabulary expansion, making themselves understood, explaining and informing, focussing attention ● Maths- shape recognition and names ● Cooperation, problem solving, persistence, resilience ● Planning, investigating and persevering ● Linking ideas ● Making independent choices 	<ul style="list-style-type: none"> ● Adults to model how to access the equipment safely and how to store it away safely. ● Adults to model how to use the equipment safely ● Model sharing and taking turns with the equipment 	<ul style="list-style-type: none"> ● Equipment names ● 3D shape names- cube, cuboid etc... ● Colour names ● Step, slide, climb, sit, stand, up, down, sideways, middle, forwards, backwards, sideways, along, over, under, between, next, on, off, swing, build, roll, jump, wobble, wobbly, steady, firm, soft, hard, balance, fall, slip,
Mud kitchen	<ul style="list-style-type: none"> ● CAL- imitating sounds, developing eye contact, focussing attention, copying words and gestures, developing 2-way conversation, developing pretend play, developing speech sounds and 	<ul style="list-style-type: none"> ● Adults to model how mud can be sourced from nearby to create potions. ● Take children's ideas on different natural materials to use in the kitchen and tools to combine the different materials. 	<ul style="list-style-type: none"> ● Equipment names ● House, home, kitchen, dinner, breakfast, lunch, food and drink names ● Cooking vocabulary- mix, pour, cook, bake, fry, grill, stir, tasty, delicious, hungry, hot,

	<p>pronunciation, using a wider range of vocabulary, developing awareness and use of tenses, expressing points of view</p> <ul style="list-style-type: none"> ● PSED- cooperating and collaborating, selecting resources, resourcing props, developing friendships, developing sense of self, developing emotional awareness, solving conflict, extending and elaborating play ideas, ● UW- making connections between features of families, developing sense of self, noticing differences between people, making sense of own life story, knowing there are differences between people and appreciating them ● EAD- developing pretend play, using imagination, developing complex stories, using own ideas ● Cooperation, collaboration, ● Planning and resourcing ● Independence ● Linking ideas ● Responding to new experiences ● Solve real problems 	<ul style="list-style-type: none"> ● Ask the children to explain what they are making/process and make links to changes in states e.g. melting ice, thickening/thinning of liquids etc... ● Adults to ensure children are wearing appropriate footwear and clothing and how to clean equipment after. 	<p>cold, spoon, pans, ladle, spatula, frying pan, dish, bowl, lid, oven, hob, cupboard, fridge, freezer, table, bench</p> <ul style="list-style-type: none"> ● Vehicle names ● Story language- using stories and rhymes to develop vocabulary
Mark making	<ul style="list-style-type: none"> ● Physical Development- developing fine motor skills, exploring different materials and tools, using one-handed tools and equipment, developing preference for a dominant hand, developing grip for writing tools ● Literacy- enjoying mark making, giving meaning to marks, developing awareness and use of print and letters 	<ul style="list-style-type: none"> ● Adults to introduce the mark making shed and its contents to children. ● Model to children how the long chalkboard can be used with chalks to create grand-scale art work and writing, how the paint rollers can be dipped in water/powder paint to mark make. ● Take opportunity when raining to use powder paints on the ground for children to explore colour mixing. 	<ul style="list-style-type: none"> ● Equipment names ● Draw, write, colour, sketch, shapes, names, letters, words, numbers ● Shape names ● Names of objects drawn- house, flower, trees, cars etc... especially names of things in the immediate environment ● Animal names ● Colour names

	<ul style="list-style-type: none"> ● EAD- giving meaning to marks, expressing ideas and emotions through making marks, exploring different media and materials, exploring colour, beginning to represent objects, representing ideas and emotions in drawings ● Independence ● Linking ideas ● Persistence 		<ul style="list-style-type: none"> ● Letter sounds and names ● Numbers
--	--	--	--

Or

Autumn 1: Introducing our provision to the children: Indoor environments		
Construction	Small World	Modelling area
<p>Focus: Adults to introduce the construction set <i>Mobilo</i>. Adults to model to children how to fasten, manipulate and create using these construction sets with a focus on push and pull. Adults to model looking through key text to inspire children what to create. Model if not finished construction to place in the class museum to finish another time/ if they have finished and do not want it to be tidied away straight away.</p>	<p>Focus: Adults draw children's attention to photographs of animals and how they are organised. Model to children how the small blocks and natural materials can inform children's play e.g. making a habitat for the animals, pretend food, environments. Reinforce resources being put away effectively- in boxes/baskets or in shadow. Engage with key books in the area to support imaginative play.</p>	<p>Focus: Adults to show children how to use a variety of tools including extruders, cutters, rolling pins and cake tins etc... Children understand dough will dry if left out and how to contain these once finished to support being able to reuse. Engage with key books in the area to support dough creations. Consider the use of vocabulary to describe the appearance and feel of dough.</p>
Reading Corner	Painting area	Indoor wet Sand

<p>Focus: Adults to model how to read a book – conventions of looking at the front cover, turning pages carefully and how to store books, front cover facing, right way up.</p>	<p>Focus: Children to be introduced to resources and careful handling of paint/resources- preparation putting on an apron, Children experiment with mark making with different sized paintbrushes. Children to be encouraged to explore key text in area to inspire creations.</p>	<p>Focus: Children to become familiar with the indoor sand area, adults to demonstrate the appropriate tools to use in the sand, how to store them, how to tidy up sand with dustpan and brush. Consider use of vocabulary to describe the appearance and feel of the sand. Engage with key book in area to support imaginative play.</p>
--	---	--

Autumn 2: Introducing our provision to the children: Outdoor environment		
Mark Making	Sand	Construction/Den building
<p>Focus: Adults to introduce the mark making shed and its contents to children. Model to children how the long chalkboard can be used with chalks to create grand-scale art work and writing, how the paint rollers can be dipped in water/powder paint to mark make. Take opportunity when raining to use powder paints on the ground for children to explore colour mixing.</p>	<p>Focus: Adults to introduce the outdoor sand shed and its contents to children. Model how to use shovels, equipment on a grand scale to support gross motor skill development. Remind children about the safety of sand around other children and to keep sand low to avoid sand in eyes. Model how to shake sand back into a sand pit and store equipment away.</p>	<p>Focus: Adults to model how crates, pipes, tubing can be used to construct structures. Question children about sturdiness and purpose for children to develop problem solving skills. Introduce the den building shed and how to safely remove and tidy materials. Follow children's interests and ideas for what to construct and promote collaborative team work.</p>
Water	Weaving	Mud Kitchen
<p>Focus: Adults to introduce the water area resources and contents of the shed to the children. Model to the children how to source water for play and use the water containers for exploration. Model using guttering/pipes how to make water travel and promote collaborative team work, problem solving skills. Adults encourage appropriate attire so children do not soak uniforms including wellies, rain suits, coats or aprons.</p>	<p>Focus: Children to be introduced to resources in the weaving shed. Model with children how the different materials can be manipulated to create patterns and art work. Children may find other ways of fastening materials. Model with the children how to tidy away materials.</p>	<p>Focus: Adults to model how mud can be sourced from nearby to create potions. Take children's ideas on different natural materials to use in the kitchen and tools to combine the different materials. Ask the children to explain what they are making/process and make links to changes in states e.g. melting ice, thickening/thinning of liquids etc... Adults to ensure children are wearing appropriate footwear and clothing and how to clean equipment after.</p>