










Shortlanesend Nursery Mid Term Planning Autumn 1  
Marvellous me!

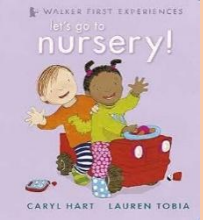
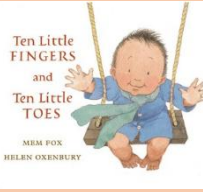
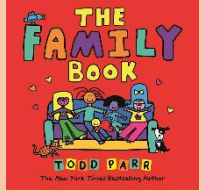
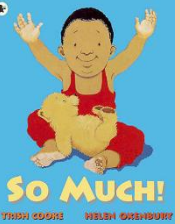
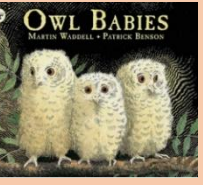
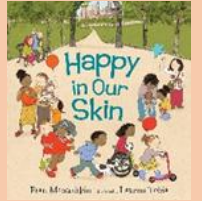



	Week 1 Week beginning 9 <sup>th</sup> September	Week 2 Week beginning 16 <sup>th</sup> September	Week 3 Week beginning 23 <sup>rd</sup> September	Week 4 Week beginning 30 <sup>th</sup> September	Week 5 Week beginning 7 <sup>th</sup> October	Week 6 Week beginning 14 <sup>th</sup> October	Week 7 Week beginning 21 <sup>st</sup> October
<b>Themes:</b>	<p><b>Starting nursery (rules, routines and boundaries)</b> All About Me (my family, my home)</p> <p><b>Relationships and feelings (Colours - feelings/emotions)</b> Autumn/Harvest 22<sup>nd</sup> September</p>						
<b>Enrichment Activities and In and out Days:</b>	<p>Make a family book. (Children to bring in photos) Create a self portrait School listening walk Harvest Festival food shop</p> <p><b>Hall For Cornwall? (The Very Hungry Caterpillar)</b></p>						
<b>Communication and Language (C&amp;L)</b>	Nursery Rhyme of the Week <b>Hey, Diddle, Diddle</b>	Nursery Rhyme of the Week <b>Heads, Sholders, Knees, and Toes</b>	Nursery Rhyme of the Week <b>2 Little Dickie Birds</b>	Nursery Rhyme of the Week <b>Wind the Bobbin Up</b>	Nursery Rhyme of the Week <b>Ring-a-ring-a-roses</b>	Nursery Rhyme of the Week <b>Big Red Combine Harvester</b>	Nursery Rhyme of the Week <b>2 Cheeky Monkeys Swinging in a Tree</b>
	<p><b>Birth – 3</b> I enjoy laughing and being playful with others. I am developing the ability to follow others' body language, including pointing and gesture. I use single words. I frequently imitate words and sounds. I enjoy babbling and increasingly experiment with using sounds. I recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</p> <p><b>3 – 4</b> I am beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. I can hold a conversation, jumping from topic to topic</p>						
<b>Makaton Sign of the Week Stage 1</b>	<p>Hello</p> 	<p>To Drink</p> 	<p>To Eat</p> 	<p>Home</p> 	<p>Toilet</p> 	<p>Mummy</p> 	<p>Daddy</p> 
<b>Personal, Social and Emotional Development (PSED)</b>	Settling in and setting expectations. Establishing rules, boundaries and routines	<p><b>SCARF:</b> Me and My Relationships – Marvellous me!</p>		<p><b>SCARF:</b> Me and My Relationships – I'm special</p>		<p><b>SCARF:</b> Me and My Relationships – People who are special to me</p>	



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	<p><b>Birth – 3</b> I draw others into social interaction through calling, crying and babbling, smiling, laughing and moving my body and limbs. I respond to my own name and enjoys finding my own nose, eyes or tummy as part of interactive games. I explore the boundaries of behaviours that are accepted by adults and become aware of basic rules as I use my emerging agency and autonomy.</p> <p><b>3 – 4</b> I am becoming more able to separate from my close carers and explore new situations with support and encouragement from another familiar adult. I show a sense of autonomy through asserting my ideas and preferences and making choices and decisions. I seek comfort from familiar adults when needed and distracts myself with a comfort object when upset.</p>						
<p><b>Physical Development (PD)</b></p>	<p>Getting coats, shoes, trousers on/off for outdoor play. Toileting and handwashing independently</p>	<p><b>Squiggle Whilst you Wiggle:</b> Move 1 - Up and Down</p>	<p><b>Cosmic Kids:</b> <a href="#">Arnold The Ant</a></p>	<p><b>Healthy Movers:</b> Whatever the Weather</p>	<p><b>Squiggle Whilst you Wiggle:</b> Move 2 – The Wiggle</p>	<p><b>Cosmic Kids:</b> <a href="#">Space Picnic</a></p>	<p><b>Healthy Movers:</b> Hide and Seek</p>
	<p><b>Birth – 3</b> I enjoy the sensory experience of making marks in food, damp sand, water, mud, paste or paint. I can feed myself with increasing need to be in control and holds cup with both hands, drinking without much spilling. I move in response to music, or rhythms played on instruments such as drums or shakers.</p> <p><b>3 – 4</b> I can feed myself competently. I can hold a cup with two hands and drink well without spilling. I am developing some independence in self-care, and I show an awareness of routines such as handwashing or teeth cleaning but still often needs adult support.</p>						
<p><b>Literacy (Book of the Week)</b></p>	<p>Let's Go to Nursery</p> 	<p>Ten Little Finger Ten Little Toes</p> 	<p>The Family Book</p> 	<p>So Much</p> 	<p>Owl Babies</p> 	<p>Happy in our Skin</p> 	<p>A Bit Lost</p> 
	<p><b>Birth – 3</b> I handle books, printed and digital reading material with interest. I enjoy the sensory experience of making marks in food, damp sand, water, mud, paste or paint.</p> <p><b>3 – 4</b> I have some favourite stories, rhymes, songs, poems or jingles. I distinguish between the different marks I make. I begin to develop phonological and phonemic awareness.</p>						



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<b>Phonics</b>	<b>All signing Nursery Rhymes</b>	<b>Phonological Awareness:</b> 1.1 - Recognise non-speech sounds	<b>Phonological Awareness:</b> 1.1 - Recognise non-speech sounds	<b>Phonological Awareness:</b> 1.2 - Recognise speech sounds as distinct from other environmental sounds	<b>Phonological Awareness:</b> 1.2 - Recognise speech sounds as distinct from other environmental sounds	<b>Cohort 2026</b> Library Time <b>Cohort 2025</b> Phonological Awareness: 1.3 - Recognise that sentences are made up of individual words	<b>Cohort 2026</b> Library Time <b>Cohort 2025</b> Phonological Awareness: 1.3 - Recognise that sentences are made up of individual words
<b>Maths</b>	<p><b>Key Maths Books:</b> Mixed. A Pair of Socks: Matching. Sorting at the Market</p> <p><b>Birth – 3</b> I can combine objects like stacking blocks and cups. I can put objects inside others and take them out again. I can take part in finger rhymes with numbers.</p> <p><b>3 – 4</b> I enjoy and respond to playing with colour in a variety of ways, for example combining colours. I continue to explore colours and how colours can be changed. I recognise that two objects have the same shape. I show awareness of shape similarities and differences between objects. I recognise that two objects have the same shape I show awareness of shape similarities and differences between objects.</p>						
<b>Master The Curriculum</b>	Settling in	<b>Colours!</b> Red Blue Yellow  Focus Rhyme: 1,2,3,4,5, Once I Caught a Fish Alive	<b>Colours!</b> Green Purple Assorted  Focus Rhyme: One Potato, Two Potato	<b>Matching</b> Matching buttons Matching shoes Matching towers  Focus Rhyme: Five Little Speckled Frogs	<b>Matching</b> Matching number shapes Matching handprints Shape match  Focus Rhyme: Five Little Ducks	<b>Sorting</b> Sorting by colour Sorting by size Sorting by shape  Focus Rhyme: Five Currant Buns	<b>Sorting</b> What do you notice? Guess the rule  Focus Rhyme: Five Fat Sausages



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Understanding the world:	<b>Learning about ourselves and our families</b> <b>Explore our school</b>	<b>Explore autumn</b>
	<p><b>Birth – 3</b> I am starting to realise I influence people, e.g. as I laugh and smile so do the people I am are with. I closely observe what animals, people and vehicles do. I am exploring and making sense of objects and how they behave.</p> <p><b>3 – 4</b> In pretend play, I imitate everyday actions and events from my own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. I notice detailed features of objects in my environment. I play with water to investigate “low technology” such as washing and cleaning.</p>	
Expressive arts and design	<b>Creating self-portraits</b> <b>Exploring musical instruments</b> <b>Vegetable printing</b> <b>Painting our hands and feet to make prints</b>	<b>Painting still-life flowers</b> <b>Creating autumn collages</b> <b>Making Owls</b>
	<p><b>Birth – 3</b> I experiment with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. I respond to and engages with the world that surrounds me, e.g. sounds, movement, people, objects, sensations, emotions (myself own and others).</p> <p><b>3 – 4</b> I join in singing songs. I show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow.</p>	