



## EYFS medium term Advent 1

### Nurturing Nurses

Curriculum intent for this half term -

To build positive relationships between adults and children

- Provide children with a range of opportunities to communicate
- Share a love of reading high quality texts - exposing children to a vast range of vocabulary
- Provide the children with a range of fun engaging ways to mark make or practice letter formation
- Teach set 1 sounds
- Develop concept of number within 5
- To practice writing their names
- To enable children to have quality interactions with peers and adults.

*As always, we follow the children's interests to inform our weekly planning and may adapt activities and objectives to suit the needs of all children in the setting. Observations and interactions will inform planning and children's next steps. Wow moments will be recorded and shared with parents on tapestry. A baseline assessment will be carried out within the first 2 weeks of the autumn term.*

<b>Theme</b>	VIP's including Ourselves		
<b>British values</b>	Identify and discuss all British values before concentrating on <b>Mutual respect</b> .  We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	<b>Cultural Capital opportunities</b>	Visit from a local NHS nurse  Meet the parish Priest
<b>Focused literacy texts</b>	Vlad and the Florence Nightingale adventure Zog and the flying doctors Owl babies supertato	<b>Texts that link</b>	Pete the cat rocking his school shoes Florence nightingale little people big dreams All are welcome The great teacher swap



<b>Role play</b>	Indoors - domestic role play Enhancements -Hospitals - Doctors and nurses dress up - first aid kits and bandages. Outdoors - people that help us - police/fire service						
<b>Songs and nurse rhymes</b>	Polly had a dolly Twinkle twinkle little star Wind the bobbin up Once I caught a fish alive						
<b>Week and Date</b>	<b>Communication and language</b>	<b>Physical Development</b>	<b>Personal Social and Emotional Development</b>	<b>Literacy</b>	<b>Maths</b>	<b>Expressive arts and Design</b>	<b>Understanding of the world</b>
<b>Week 1</b>	Getting to know you - circle time activities  <b>Small world</b> - a variety of loose parts available to ignite imagination and storytelling. <b>Water tray</b> - barbie at the beach.  Shared stories to encourage new vocabulary. <b>Talk boost</b> in small	<b>Fine motor</b> - playdough, Fine Motor activities. Draw lines and circles <b>Gross motor</b> - Climbing - outdoor equipment Help children to develop good personal hygiene. reminders about handwashing and toileting <b>Big moves</b>	<b>Classroom routines</b> School rules Taking turns Sharing Routines  <b>RE come and see Myself</b>	Well known stories  listening games  mark making - sand and sticks to make patterns messy play shaving foam mark making large chalks outdoors	<b>Getting to know you Week 1</b> What is your favourite colour? how old are you? Favourite fruit and counting. Observing children in provision - counting,	Can you paint a self-portrait?  What colour eyes do you have? What colour hair do you have?  <b>Music - <u>Start with singing</u></b> I can create and respond to vocal sounds	Nurturing nurses - history  Who was Florence Nightingale?  When did she live?  Science - senses  Where does the food we eat come from?

	groups - initial assessments	intervention program Initial assessments		reading shed - provide a range of texts.	sharing, sorting.		
<b>Week 2</b>	<p>Role play – nurturing nurses. How can we make someone better? Who can help us when we are poorly?</p> <p>Nursery rhyme – Polly had a dolly.</p> <p>Small world - a variety of loose parts available to ignite imagination and storytelling.</p>	<p>Fine motor - Manipulate objects with good fine motor skills. Threading shapes Playdough - follow the child's imagination.</p> <p>Cooperation games i.e., parachute games</p> <p>Ball skills PE lesson</p> <p>Big moves intervention program Initial assessments</p>	<p>Ten Ten Module Session</p> <p><b>RE come and see Myself</b></p> <p>Establish routines</p> <p>Practice good hygiene</p> <p>Encourage independence around the classroom.</p>	<p>Listening games</p> <p>Shared Nursery rhymes and stories on the carpet</p> <p>mark making</p> <p>jelly - pattern making in the jelly using a variety of tools provide a variety of pens, crayons, and paints in the creative area to practice name writing.</p>	<p>Getting to know you week 2</p> <p>Favourite nursery rhyme/ book</p> <p>5 Speckled frogs maths</p> <p>Counting animals in small world</p>	<p>Collage the class saint. Use a range of media to create a picture for display.</p> <p>Self-serve creative station available for children to create their own art based on their interests.</p> <p><b>Music - <u>Glad to be me</u></b> I can create and respond to vocal sounds</p> <p>I can explore how to change sounds</p>	<p>History - Florence nightingale What did Florence do to change the conditions of the hospitals?</p> <p>Science - the five senses</p> <p>Where does the food we eat come from?</p>

<p><b>Week 3</b></p>	<p>Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams?</p> <p><b>Talk boost in small groups</b> Swap groups so children experience talk with a range of adults and children</p>	<p>Fine motor - cutting skills tuff tray</p> <p>Pencil grip practice ready to write</p> <p>Ball skills PE lesson</p> <p>Outdoor - build an obstacle course. Can you balance?</p> <p><b>Big moves intervention program</b> for children that require it.</p>	<p><b>Ten ten Module Session</b></p> <p><b>RE come and see Myself</b></p> <p><b>Establish routines</b></p> <p>School rules</p> <p>Class rules</p>	<p><b>Read Write inc. Sounds M, a, s, d</b></p> <p><b>Reading:</b> Initial sounds, oral blending, reciting stories, Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p> <p>Mark making - tuff tray Listening games</p> <p>Nursery rhymes and stories to</p>	<p><b>Getting to know you week 3</b></p> <p>Timetable at school. Sequencing events. Sequencing home events</p>	<p>Self-serve creative station available for children to create their own art based on their interests.</p> <p><b>Music - <u>A surprise meeting</u></b> I can create and place vocal and body percussion sounds</p> <p>I can explore descriptive sounds</p>	<p><b>History/Geography</b> Where is Scutari?</p> <p><b>Science</b> Sight</p>

				develop comprehension skills			
<b>Week 4</b>	Talk through stories Whole class read - <b>SuperTato</b> - Superhero's real-life hero's- nurses Ask and answer questions about the text	<b>Gross motor</b> - Construction with large crates, planks and other materials.  <b>Fine motor</b> - use the cotton buds to	<b>Ten Ten Module Session</b>  RE come and see Myself My name is	<b>Phonic Sounds:</b> RWI Set 1 whole class t, i, p, n <b>Reading:</b> Initial sounds, oral blending, reciting stories,	<b>Just like me week 1</b>  match and sort  sort objects into groups.	Self-serve creative station available for children to create their own art based on their	History/Geography  Who is Mary Seacole? Why is she famous? Where did she work? Which continent?

	<p>Sand tray - bury compare bears - can you find a matching pair?</p> <p>Water tray - can you catch a pair of fish?</p> <p>Rhyming and alliteration Familiar Print Sharing facts about me! <b>Model talk routines through the day.</b> For example, arriving in school: "Good morning, how are you?"</p> <p><b>Talk boost</b> in small groups for children that require</p>	<p>make a beautiful butterfly with matching wings.</p> <p>Match and thread the beads</p> <p>Playdough - make letters using the dough.</p> <p><b>PE - Ball skills</b></p> <p><b>Big moves intervention program for children that require it.</b></p>	<p>special</p> <p>How to stay safe Who helps us when we are poorly? Who should we talk to?</p>	<p>listening to stories with attention and recall. Listen to children read</p> <p>Listening games</p> <p>Nursery rhymes and stories to develop comprehension skills Clip board and pencils for mark making in the home corner- take a phone message</p>	<p>How can we sort them? Is there more than 1 way? Match pairs of socks</p> <p>Water tray - catch a pair of fish.</p> <p>Card games snap</p>	<p>interests.</p> <p>Can you paint a picture of someone that helps you?</p> <p>Use the paper shapes to create a picture</p> <p>Music - <b>Steady beat</b> I can recognise and develop a sense of steady beat using voices and body percussion</p>	<p>Continent song</p> <p>Science</p> <p>Taste - blind taste testing</p> <p>Salty Sweet Bitter</p> <p>Children describe what they taste</p>
<b>Week 5</b>	<p>Talk through stories - <b>owl babies</b></p> <p>Use the puppets to retell main points of the story</p>	<p><b>Gross motor</b> - target throw - bean bags and targets</p> <p><b>Fine motor</b> Make a bracelet</p>	<p><b>Ten Ten Module Session</b></p> <p>RE come and see Myself</p>	<p><b>Phonic Sounds:</b> RWI Set 1 whole class t, i, p, n <b>Reading:</b> Listen to</p>	<p><b>Just like me week 2</b> Compare amounts How many</p>	<p>Self-serve creative station available for children to create their</p>	<p><b>History</b> Who was Edith Cavell? Locate world war I on the history timeline.</p>

	<p>Talk boost in small groups</p> <p>Listen to children read green word cards/ books. Can you put the word into a sentence?</p>	<p>using beads and pipe cleaners - threading</p> <p><b>PE - Ball skills</b></p> <p><i>Big moves intervention program for children that require it.</i></p>		<p>children read aloud, ensuring books are consistent with their developing phonic knowledge</p> <p>Listening games Nursery rhymes and stories to develop comprehension skills</p> <p>Mark making - natural outdoor mark making with sticks and mud - copy my pattern</p>	<p>cubes do I have? How many do you have? Who has the most?</p> <p>Tuff spot Numicon - share the numicon between the teddies. Who has the most? Who has the least?</p>	<p>own art based on their interests.</p> <p><b>Music -Mister Macarella</b></p> <p>I can identify and perform changes in tempo</p> <p>I can learn to play percussion with control</p> <p>I can keep a steady beat and use dynamics to vary the musical effect</p>	<p>How many years ago was that? What do you think was different then? Was it a good time to live?</p> <p>Weather - what is the weather like today? What season are we in?</p> <p>Science Touch</p>
<b>Week 6</b>	<p><b>Talk through stories Peace at last</b></p> <p>Ask and answer questions about the</p>	<p><b>Gross motor - kneeling to access the small world - core strength</b></p>	<p>Ten Ten Module Session</p>	<p><b>Phonic Sounds:</b> RWI Set 1 whole class t, i, p, n <b>Reading:</b> Initial</p>	<p><b>Just like me week 3</b></p> <p>Compare size, mass and ca-</p>	<p>Self serve creative station available to Use the junk</p>	<p><b>Science</b> Sound / smell</p> <p>What season are we in now? What is happening</p>

	<p>text Model new language and how to use it correctly</p> <p><b>Talk boost</b> in small groups for children that require support with speech.</p> <p>Listen to children read green word cards/ books. Can you put the word into a sentence?</p> <p>Role play area</p>	<p><i>Fine motor- use the Tweezers to move the conkers onto the tree</i></p> <p><i>PE - Ball skills</i></p> <p><i>Big moves intervention program for children that require it.</i></p>	<p>RE come and see Welcome.</p>	<p>sounds, oral blending, Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p> <p>Listening games</p> <p>Shared Nursery rhymes and stories to develop comprehension skills</p>	<p>capacity Use the scales to compare the numicon. Which is heavier? Which is lighter? How do you know?</p> <p>Compare the length of the jelly snakes. Can you put them in order?</p> <p>Language - lonest Shortest Tallest</p>	<p>to make a model.</p> <p><b>Music - More Macarella</b> I can identify and keep a steady beat using movement, body. percussion and instruments</p> <p>I can recognise and respond to changes in tempo in music</p>	<p>with the daylight hours? Is it getting lighter at night or darker?</p>
<b>Week 7</b>	<p><b>Talk through stories</b> <b>Whole class read -</b> Zog and the flying doctors</p>	<p><i>Gross motor</i></p> <p><i>Fine motor</i></p>	<p>Ten Ten Module Session</p>	<p><b>Phonic Sounds:</b> RWI Set 1 whole class</p>	<p>It's me 123 Week 1 Representing 1, 2 and 3</p>	<p>Learn the four seasons song and actions</p>	<p><b>Autumn Seasons</b> Learn the four seasons and the</p>



	<p>Ask and answer questions about the text Model new language and how to use it correctly</p> <p><b>Role play</b> - extend children's language and vocabulary through adult support in the role play area. High quality interactions.</p> <p>Cars and car track - encourage mathematical language eg. further, longest, shortest</p>	<p><i>PE - Ball skills</i></p> <p><i>Big moves intervention program for children that require it.</i></p>	<p>RE come and see Welcome.</p>	<p><b>Reading:</b> Initial sounds, oral blending, Help children to read the sounds speedily. Listening games</p> <p>Shared Nursery rhymes and stories to develop comprehension skills</p> <p>Label a picture of a hospital</p> <p>Cat on a mat. Use a picture to help children. Use think it, say it, write it! Remind children to use Fred fingers</p>	<p>Classroom hunt! What can you find to represent 1, 2 or 3?</p> <p>Tuff tray activity - add the correct number of objects to match the number.</p> <p>Can you form the numbers 1, 2 or 3 in the writing shed?</p>	<p>Design and collage an autumn leaf for an autumnal display</p> <p>Self serve creative station available for children to create their own art based on their interests.</p> <p>Music - I can identify and keep a steady beat using movement, body</p> <p>percussion and instruments</p>	<p>characteristics of each</p>
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