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| Nursery 3-4 years MTP Autumn 1 | | | | | | | | | | | |
| **Peace at Last** | | | | | | Key Texts  The Great Big Book of Families  The Colour Monster  Elmer  Elephant Me!  And Tango Makes Three!  From Head to Toe  The Five Senses  The way I feel  Night/Day Monkey | | | | The Prime Areas  During their enquiries children will have lots of opportunity to ask questions, seek answers and develop their scientific vocabulary.  There are lots of opportunities for discussion which will enable children to develop their communication and language skills | |
| **Possible Further Lines of Enquiry**  Discuss bed time routine-UW  How do you feel when you become over tired? Grumpy? Cross? PSED  What do we need to keep us healthy? PD UW  What animals come out at night? | | | | | Vocabulary  Peace  ‘At last’  Hour  Tired  Nocturnal  Pretending  Hedgehog  Owl |
| [Diagram  Description automatically generated](https://www.youtube.com/watch?v=IY6d1jyvmVg)[A picture containing text  Description automatically generated](https://www.youtube.com/watch?v=bGZHD4SKmQU)  [A poster of an elephant  Description automatically generated with low confidence](https://www.youtube.com/watch?v=xdI0jb-hg38) | | | | | | | | | | | |
| Planned Environment Enhancements | | | | | | | | | | | |
| Small World/Construction  Selfie dolls (create representatives of themselves/ families/ staff at school, to use in the role play and small world areas  Dolls house- familiarity  Use blocks to build your own house | | | | Creative  Self Portraits  Exploring materials | | | | Investigation  Mirrors to explore facial expressions  Look at photos to identify feelings and compare to own face  Night and day  Nocturnal animals | | | |
| Reading  Books about families (diversity)  Favourite books to share | | | Writing/ Mark Making  Making cards for someone special  Name labels for themselves and members of their family- Mark making | | | | Role Play  Domestic Role Play linked to self e.g. home corner | | | | Listening Station  Audio Stories  Listening for animal sounds- what can you hear? |
| Communication and language | | | | | | | | | | | |
| Skills Progression | | Understand a two part question or instruction  Start to express a point of view using talk as a tool | | | | Understand how to listen carefully  Describe events and people in some detail using talk as a tool to organise thoughts | | | Listen attentively, to listen at appropriate times when others are talking.  Participate in conversations with others e.g. peers, adults, etc. | | |
| Focus Tasks | | Using our senses to explore the environment e.g.  • Feely bags and trays gloop, etc.  • Smelly bottles essential oils, herbs, spices etc.  • Torches- what can you see in the boxes? Small boxes with pictures inside use torch to light up.  • The sound of our environment listening bingo for outdoor area (thinking about what sounds animals make)  • Circle time to discuss ourselves, our favourite things, and our families  • Opportunities to discuss and share- turn taking | | | | | | | | | |
| Assessment Checkpoints | | I can respond to what I have heard by asking questions and saying what I think  I can follow a one- or two-part instruction  I enjoy joining in at group times and story times I can demonstrate good listening behaviours  I can listen carefully  I can respond with questions, comments and actions | | | | | | | | | |
| Physical development | | | | | | | | | | | |
| Skills progression | | I can hop, stand on one leg- games  I am showing a preference for a dominant hand | | | | I can use fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb  I am developing my small motor skills to use a range of tools competently | | | I can develop different movement styles- hopping, skipping, jumping, climbing, dancing, running | | |
| Focus Tasks | | * Healthy Eating– look at healthy and unhealthy foods– link to veg printing and creating a fruit salad * Think about ways of staying healthy and incorporate exercise, sleep and healthy eating into our routine * Create self-portraits using various artistic techniques e.g. cutting for collage, painting, drawing, etc to rehearse fine motor skills   . | | | | | | | | | |  | I can use a range of small tools confidently |
| Assessment Checkpoints | | I can use lots of different ways of moving appropriately  I can use cutlery and other one handed equipment  I can use a range of tools e.g. scissors  I can move in different ways- run, jump, climb | | | | | | | | | |
| Understand the world / EAD (Geography/History) | | | | | | | | | | | |
| Knowledge Progression | | I am learning to explore and talk about my immediate environment  I am learning to describe the lives of my own family | | | | I am learning to talk about the world around me using vocabulary linked to the environment  I am learning about my own life story and what has happened in my own family | | | I am learning the key vocabulary to describe features of my environment  I am learning to talk about how things have changed for me and my family | | |
| Skills Progression | | I can make detailed observations of the world around me  I can discuss significant events from the recent past | | | | I can start to draw information from simple maps and create my own  I can sequence pictures of my own life in chronological order | | | I can use simple maps to find information  I can create and describe my own simple maps  I can sequence events in my own life  I can make comparisons between my life and that of others | | |
| Focus Tasks | | History   * Look at and order photos of myself through time– entre discussions about how I have changed * Talk about who is a member of my family * Look at photographs of my family now * Look at and discuss photos of my family in the past * Look at and discuss my favourite toys and then compare to my parents and grandparents favourite toys. * Read stories with historical settings e.g. The Tiger who came to Tea and Peepo and use a as a vehicle to discuss family life in the past   Geography   * Learning walk in the local area– what can we see and hear. Take photos with ICT (linked to technology) * Discuss the different vocabulary we could use to describe our local area e.g. hills, forests, roads,, etc. * Map making– look at where we live on a simple map. Use this to create our own simple maps of our school/ route to school. Look at aerial photographs. Messy maps. * Model the vocabulary we might use to describe the environment and support children in their vocabulary choices. | | | | | | | | | |
| Assessment Checkpoints | | I can talk about what I can see in pictures of the past  I am becoming more aware of the past linked to myself and my family and how it has changed  I can talk about changes that have happened to me throughout my life  I can talk about changes that have happened within my family’s lifetimes e.g. talking to grandparents about holidays etc.  I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts  Geography  I can talk about the area I live in  I can explore and make detailed observations of the world around me thinking about my senses- feel, hear, see, smell  I can read simple maps | | | | | | | | | |
| Understanding the World – Science | | | | | | | | | | | |
| Skills Progression | | I am learning to explore materials using my senses | | | | I am learning the differences in materials using appropriate vocabulary | | | I am learning to compare and group materials | | |
| Focus Tasks | | • Comparing, classifying and sorting activity using investigation and discussion  • Investigate materials for house building linked to Three Little Pigs- provide the materials on a tuff tray to use  • Builder’s yard– provide building materials– which works best for building?  • Explore “cement”- adding water to sand and changing the material for building. | | | | | | | | | |
| Assessment Checkpoints | | I can talk about the differences in materials  (CL) I use talk to organise my ideas and thoughts | | | | | | | | | |
| Maths | | | | | | | | | | | |
| Skills/Knowledge Progression | | | I know how to match and sort objects into groups.  I can identify colours | | | | I can group objects accordingly.  Explores how colours can be changed | | | | I can talk about why the match.  I can talk about mixing colours makes different colours |
| Focus Tasks | Colours- Red, blue, yellow  Mixing colours  Matching objects  Sorting objects | | | | | | | | | | |
| Assessment Checkpoints | I can compare items according to their size, colour, texture  I can identify colo  I can mix colours to make new colours. | | | | | | | | | | |
| EAD | | | | | | | | | | | |
| Knowledge Progression  Skills Progression | | | I can name a range of colours  I am starting to describe colours e.g. dark blue  I am learning to explore colours and colour mixing | | | | I can begin to discuss colours linked to primary, mixing, lighter and darker.  I am learning to explore artistic techniques in colour | | | | I can use vocabulary linked to colour and colour mixing.   I am learning to use different techniques related to colour |
| Focus Tasks | * Discussion linked to colours– lighter, darker, primary colours, mixing, etc. * Self- portraits– look at skin colour, eye colour and hair colour, * Create self- portraits with different mediums * Provide mirrors for children to explore how they look, thinking about the colours, shapes, etc. * Model colour mixing and take the opportunity to discuss colours used, etc. * Model the use of various art equipment e.g. chalks, paints, etc. | | | | | | | | | | |
| Assessment Checkpoints | I can explore materials and colour mixing freely  I can selelct colours with a purpose  I can explore techniques | | | | | | | | | | |