

## Copthorne Primary School: Nursery Medium Term Provision Planning

### Autumn 1 2018-2019- Wonderful Me!

	<b>Week 1</b> 03-09-18	<b>Week 2</b> 10-09-18	<b>Week 3</b> 17-09-18	<b>Week 4</b> 24-09-18	<b>Week 5</b> 01-10-18	<b>Week 6</b> 08-10-18	<b>Week 7</b> 15-10-18
<b>Info/Trips/</b>	Home visits Training day		EE Workshop			Reading Breakfast	
<b>Snack/Baking</b>	<b>What:</b> fruit and milk <b>Why:</b> Settling in getting used to routines	<b>What:</b> fruit and milk <b>Why:</b> Settling in getting used to routines	<b>What:</b> fruit and milk <b>Why:</b> Settling in getting used to routines	<b>What:</b> pizza faces on pitta <b>Why:</b> Develop an awareness of feelings	<b>What:</b> fruit and milk <b>Why:</b> Settling in getting used to routines	<b>What:</b> fruit and milk <b>Why:</b> Settling in getting used to routines	<b>What:</b> fruit and milk <b>Why:</b> Settling in getting used to routines
<b>Big Event!!</b>	<b>What:</b> Settling in <b>Why:</b> getting used to routines:	<b>What:</b> Settling in <b>Why:</b> getting used to routines:	<b>What:</b> Settling in <b>Why:</b> getting used to routines:	<b>What:</b> Settling in <b>Why:</b> getting used to routines:	<b>What:</b> Settling in <b>Why:</b> getting used to routines:	<b>What:</b> Settling in <b>Why:</b> getting used to routines:	<b>What:</b> Settling in <b>Why:</b> getting used to routines:
<b>Writing</b>	<b>What:</b> cover table with paper and add writing implements <b>Why:</b> To distinguish between the marks they make	<b>What:</b> cover table with paper and add writing implements <b>Why:</b> To distinguish between the marks they make	<b>What:</b> draw pictures of themselves <b>Why:</b> To distinguish between the marks they make	<b>What:</b> draw pictures of themselves <b>Why:</b> To distinguish between the marks they make	<b>What:</b> draw pictures of their families <b>Why:</b> To distinguish between the marks they make	<b>What:</b> draw pictures of their families <b>Why:</b> To distinguish between the marks they make	<b>What:</b> draw pictures of their families <b>Why:</b> To distinguish between the marks they make
<b>Story</b>		<b>What:</b> Elmer <b>Why:</b> develop an understanding of similarities and differences	<b>What:</b> Elmer <b>Why:</b> develop an understanding of similarities and differences	<b>What:</b> Elmer <b>Why:</b> develop an understanding of similarities and differences	<b>What:</b> Mouse's big day <b>Why:</b>	<b>What:</b> Mouse's big day <b>Why:</b>	<b>What:</b> Mouse's big day <b>Why:</b>

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<b>Library</b>	<p><b>What:</b> selection of fiction and non-fiction books about themselves and colour</p> <p><b>Why:</b> develop independent reading</p>	<p><b>What:</b> selection of fiction and non-fiction books about themselves and colour</p> <p><b>Why:</b> develop independent reading</p>	<p><b>What:</b> selection of fiction and non-fiction books about themselves and colour</p> <p><b>Why:</b> develop independent reading</p>	<p><b>What:</b> selection of fiction and non-fiction books about themselves and colour</p> <p><b>Why:</b> develop independent reading</p>	<p><b>What:</b> selection of fiction and non-fiction books about themselves and colour</p> <p><b>Why:</b> develop independent reading</p>	<p><b>What:</b> selection of fiction and non-fiction books about themselves and colour</p> <p><b>Why:</b> develop independent reading</p>	<p><b>What:</b> selection of fiction and non-fiction books about themselves and colour</p> <p><b>Why:</b> develop independent reading</p>
<b>Maths Story</b>	<p><b>What:</b> Wow said the owl</p> <p><b>Why:</b> develop an understanding of colours</p>	<p><b>What:</b> Wow said the owl</p> <p><b>Why:</b> develop an understanding of colours</p>	<p><b>What:</b> Wow said the owl</p> <p><b>Why:</b> develop an understanding of colours</p>	<p><b>What:</b> Wow said the owl</p> <p><b>Why:</b> develop an understanding of colours</p>	<p><b>What:</b> Wow said the owl</p> <p><b>Why:</b> develop an understanding of colours</p>	<p><b>What:</b> Wow said the owl</p> <p><b>Why:</b> develop an understanding of colours</p>	<p><b>What:</b> Wow said the owl</p> <p><b>Why:</b> develop an understanding of colours</p>
<b>Home corner</b>	<p><b>What:</b> basic home corner</p> <p><b>Why:</b> Settling in</p>						
<b>Sand</b>	<p><b>What:</b> Introduce basic provision: buckets and spades only</p> <p><b>Why:</b> Settling in</p>	<p><b>What:</b> Buckets and spades only</p> <p><b>Why:</b> Settling in</p>	<p><b>What:</b> add people</p> <p><b>Why:</b> Settling in</p>	<p><b>What:</b> add people</p> <p><b>Why:</b> Settling in</p>	<p><b>What:</b> add sand moulds</p> <p><b>Why:</b> Settling in</p>	<p><b>What:</b> add sand moulds</p> <p><b>Why:</b> Settling in</p>	<p><b>What:</b> add sand moulds</p> <p><b>Why:</b> Settling in</p>
<b>Water</b>	<p><b>What:</b> Introduce basic provision: water wheel, buckets and jugs SSM filling and emptying</p> <p><b>Why:</b> Settling in</p>	<p><b>What:</b> Add funnels and measuring cylinders SSM filling and emptying</p> <p><b>Why:</b> Settling in</p>	<p><b>What:</b> Add boats</p> <p><b>Why:</b> Settling in</p>	<p><b>What:</b> Add people</p> <p><b>Why:</b> Settling in</p>	<p><b>What:</b></p> <p><b>Why:</b> Settling in</p>	<p><b>What:</b> Colour mixing: jugs with different colours of</p> <p><b>Why:</b> Settling in water</p>	<p><b>What:</b> Colour mixing: jugs with different colours of water</p> <p><b>Why:</b> Settling in</p>

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<b>Dough</b>	<b>What:</b> Basic: rollers, cutters. <b>Why:</b> Settling in	<b>What:</b> Basic: rollers, cutters. <b>Why:</b> Settling in	<b>What:</b> Add number stampers <b>Why:</b> Settling in	<b>What:</b> Add bun trays <b>Why:</b> Settling in	<b>What:</b> Add cupcake cases and loaf tins <b>Why:</b> Settling in	<b>What:</b> Add extruders. <b>Why:</b> Settling in	<b>What:</b> <b>Why:</b>
<b>Creative</b>	<b>What:</b> free choice <b>Why:</b> settling in	<b>What:</b> free choice <b>Why:</b> settling in	<b>What:</b> Elmer collage <b>Why:</b>	<b>What:</b> Elmer collage <b>Why:</b>	<b>What:</b> <b>Why:</b>	<b>What:</b> add mirrors <b>Why:</b> children can create self portraits	<b>What:</b> add mirrors <b>Why:</b> children can create self portraits
<b>Painting</b>	<b>What:</b> Introduce powder paint procedure: water, sponge, paint, and palette. Red powder <b>Why:</b> teaching routine	<b>What:</b> Introduce powder paint procedure: water, sponge, paint, and palette. Red powder <b>Why:</b> teaching routine	<b>What:</b> introduce a second colour and model how to mix <b>Why:</b> teaching routine	<b>What:</b> introduce a second colour and model how to mix <b>Why:</b> teaching routine	<b>What:</b> introduce a third colour and model how to mix <b>Why:</b> teaching routine	<b>What:</b> introduce a third colour and model how to mix <b>Why:</b> teaching routine	<b>What:</b> introduce a third colour and model how to mix <b>Why:</b> teaching routine
<b>Role Play Area</b>	<b>What:</b> fruit and vegetable shop <b>Why:</b>	<b>What:</b> fruit and vegetable shop <b>Why:</b>	<b>What:</b> fruit and vegetable shop <b>Why:</b>	<b>What:</b> fruit and vegetable shop <b>Why:</b>	<b>What:</b> fruit and vegetable shop <b>Why:</b>	<b>What:</b> fruit and vegetable shop <b>Why:</b>	<b>What:</b> fruit and vegetable shop <b>Why:</b>
<b>Music</b>	<b>What:</b> <b>Why:</b>	<b>What:</b> <b>Why:</b>	<b>What:</b> <b>Why:</b>	<b>What:</b> <b>Why:</b>	<b>What:</b> <b>Why:</b>	<b>What:</b> <b>Why:</b>	<b>What:</b> <b>Why:</b>
<b>Construction</b>	<b>What:</b> coloured Duplo into separate boxes <b>Why:</b> sort them in colours	<b>What:</b> coloured Duplo into separate boxes <b>Why:</b> sort them in colours	<b>What:</b> add train track <b>Why:</b>	<b>What:</b> add people <b>Why:</b>	<b>What:</b> building their houses <b>Why:</b>	<b>What:</b> building their houses <b>Why:</b>	<b>What:</b> building their houses <b>Why:</b>

