

Banana Island School
MEDIUM TERM PLAN AND NEWSLETTER DETAILS FOR NURSERY (MICHAELMAS TERM) 2025/2026

FIRST HALF TERM THEME: FAMILY



Week 1: Introduction to the Theme – Family!

Week 2: Learning about jobs/tasks family members do (cooking, taking care of babies, shopping, cleaning)

Week 3: Exploring family homes (flats, houses, huts, palace)

Week 4: Family Traditions and Celebrations!

Week 5: Understanding Family kitchen corner (Types of food peculiar to different families)

Week 6: Exploring Our Home Environment

Week 7: Half Term break

Books

Words/Phrases

Art Projects/Songs

SEC. HALF TERM THEME: MY COMMUNITY



Week 8: Introduction to the Theme – Places in the Community!

Week 9: A Visit to the Hospital and Post Office!

Week 10: Exploring School and Home!

Week 11: Let's Learn About the Police Station and Fire Station!

Week 12: Discovering Places of Worship!

Week 13: Reinforcement Week and the Whole School Concert!

Books

Words/Phrases

Art Projects/Songs

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<ul style="list-style-type: none"> ❖ "The Great Big Book of Families": by Mary Hoffman and Ros Asquith ❖ "All About Families": ❖ "The Family Book": by Todd Parr: ❖ "A Superfamily Like Ours": by Dr. Ranj ❖ "We Are Family" ❖ "My Two Grannies" ❖ "My Two Grandads" ❖ "The Day My Dog Got Famous": ❖ "Little Seahorse and the Big Question"Grand ma's Story" ❖ "Zeki Loves Daddy" ❖ "Living with Mum and Living with Dad: My Two Homes" ❖ "How to Greet a Gran 	<ul style="list-style-type: none"> ❖ Family, Clan, Household, Family tree, Offspring, Extend family, Immediate family ❖ Nuclear Family, Extended Family, Single-Parent Family, Polygamous Family, Families without children, Immediate Family, Adoptive Family ❖ Mother, Father, Son, Daughter, Brother, Sister, Grandmother, Grandfather, Aunt, Uncle, Cousin, Nephew, Niece, And Spouse 	<p style="text-align: center;"><u>SONGS/POEMS</u></p> <ol style="list-style-type: none"> 1. My Family" (To the tune of "Twinkle, Twinkle Little Star") 2. Our Family https://youtu.be/KjI5sPWcD-o 3. I Love My Family https://youtu.be/oW5muGdzNIE 4. We Are A Family: Jack Hartman https://youtu.be/C7exGJQcRhk 	<ul style="list-style-type: none"> ❖ Peppa Loves Doctors and Nurses ❖ Mouse Maisy Goes to the Eye Doctor ❖ The Jolly Postman ❖ My First Trip to the Post Office ❖ Going to School ❖ My New School ❖ A Place call home ❖ Let's go home ❖ Topsy and Tim: Meet the Police ❖ A Day At The Police Station by Richard Scarry ❖ Fireman Sam ❖ "The Kids Book of World Religions" by Jennifer Glossop & John Mantha ❖ "One World, Many Religions: The Ways We Worship" by Mary Pope Osborne 	<ul style="list-style-type: none"> ❖ Post Office, Church, Hospital, Police Station, Fire Station, Mosque, Temple, School, Park, Home ❖ Doctor, Nurse, Emergency, Injection Drugs, Treatment, Thermostat, Ambulance, Test, Postman, Package, Delivery, Safety Box, ❖ Teacher, Head Teacher, Pupil, Book, Classroom, Ruler, Board, Playground, Couch, Cabinet, Bedroom, Mattress, Television, Freezer, Dining Table ❖ Fire Truck, Police Car, Uniform, Reflector Jack, Hand Cuff, Hose, Badge, Traffic Light, Siren, Investigate, Arrest, Helmet, Boot, Ladder, Fire Engine, Fire Hydrant, Extinguisher, Fire Alarm ❖ Church, Mosque , Temple, Bible, Quran, Altar, Priest, Pastor, Imam, Prophet, Monasteries, synagogues, prayer, rituals 	<p style="text-align: center;"><u>SONGS/POEM</u></p> <ol style="list-style-type: none"> 5. Miss Polly Had a Doll 6. Where Are You Going? 7. My Town - https://www.youtube.com/watch?v=iMykMkzo7LA 8. Staying In The Hospital LBB Songs Learn with Little Baby Bum Nursery Rhymes - Moonbug Kids 9. Police Car Song Car Songs PINKFONG Songs for Children 10. Firefighter's Song Kids' Firefighter Action Song & Sing-Along
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	<div>(husband or wife)</div> <div>❖ Thanksgiving, Christmas, Birthday, Family Reunion, Game Night, Graduation</div> <div>❖ Father, Mother, Brother, Sister, Grandpa, Grandma, Aunty, Uncle , Niece, Nephew , Cousin</div> <div>❖ House, Apartment, Dwelling, Living Room, Bedroom, Kitchen, Family, Parents, Siblings, Pets, And The Feeling Of Comfort, Coziness, And Safety</div>				
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Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> -To enjoy listening to longer stories and can remember much of what happens. -To pay attention to more than one thing at a time. -To use a wider range of vocabulary. -To understand a question or instruction that has two parts, such as “Get your paintbrush and paint the fish”. -To understand ‘why’ questions, like: “Why do we need helpers in our school?” -To sing a large repertoire of songs. -To know many rhymes, be able to talk about familiar books, and be able to 	<ul style="list-style-type: none"> -To select and use activities and resources, with help when needed. -To develop their sense of responsibility and membership of a community. -To become more outgoing with unfamiliar people, in the safe context of their setting. -To show more confidence in new social situations. -To play with one or more other children, extending and elaborating play ideas. -To follow rules, understanding why they are important. 	<ul style="list-style-type: none"> -To skip, hop, stand on one leg and hold a pose for a game like musical statues. -To use large-muscle movements to wave flags and streamers, paint and make marks. -To start taking part in some group activities which they make up for themselves, or in teams. -To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -To match their developing physical skills to tasks and activities in the setting. 	<ul style="list-style-type: none"> -To understand the five key concepts about print: - print has meaning - print can have different purposes- we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing. -To develop their phonological awareness. -To engage in extended conversations about stories, learning new vocabulary. -To use some of their print and letter knowledge in their early writing. -To write some or their entire 	<ul style="list-style-type: none"> -To develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). -To recite numbers past 5. - To say one number for each item in order: 1, 2,3,4,5. - To know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). - To show ‘finger numbers’ up to 5. - To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 	<ul style="list-style-type: none"> -To use all their senses in hands-on exploration of natural materials. -To explore collections of materials with similar and/or different properties. - To talk about what they see, using a wide vocabulary. To begin to make sense of their own life-story and family’s history. To show interest in different occupations. To explore how things work. To begin to understand the need to respect and care for the natural 	<ul style="list-style-type: none"> -To explore different materials freely, to develop their ideas about how to use them and what to make. - To develop their own ideas and then decide which materials to use to express them. - To join different materials and explore different textures. -To create closed shapes with continuous lines, and begin to use these shapes to represent objects. - To use drawing to represent ideas. - To show different emotions in their drawings and paintings. -To respond to what they have heard, expressing their thoughts and feelings.

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<p>tell a long story.</p> <p>-To develop their pronunciation</p> <p>-To use longer sentences of four to six words.</p> <p>-To express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>-To develop appropriate ways of being assertive.</p> <p>-To talk with others to solve conflicts.</p> <p>-To understand gradually how others might be feeling.</p>	<p>-To choose the right resources to carry out their own plan.</p> <p>-To collaborate with others to manage large items.</p> <p>-To use a comfortable grip with good control when holding pens and pencils.</p>	<p>name.</p> <p>-To write some letters accurately.</p>	<p>-To experiment with their own symbols and marks as well as numerals.</p> <p>-To compare quantities using language: 'more than', 'fewer than'.</p> <p>-To talk about and explore 2D and 3D shapes.</p> <p>-To extend and create ABAB patterns.</p>	<p>environment and all living things.</p> <p>-To continue developing positive attitudes about the differences between people.</p>	<p>-To remember and sing entire songs.</p> <p>-To create their own songs or improvise a song around one they know.</p>
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