

Autumn 1 04/09/2023 (7weeks)

Themes/Interests	All About Me <ul style="list-style-type: none"> • <i>All about me</i> • <i>My Family</i> • <i>Houses</i> • <i>Keeping Healthy</i> 	
Suggested Texts	<ul style="list-style-type: none"> • What I like About Myself • I Like Myself • Its okay to be Different • We all Have Different Families • I'm Starting School • The Three Little Pigs • The Paper Dolls • No Matter What • All About Me • My Body <div style="border: 1px solid black; background-color: #f4a460; padding: 5px; display: inline-block; margin-top: 10px;"> + Daily songs, nursery rhymes. </div>	Key Vocabulary: Family, house, brother, sister, school, teacher, friends, uncle, aunty, grandma, grandad, nanna, nursery, good listening, good looking, good sitting, good talking, rules, body, healthy, home, live, dog, cat, pet.
Festivals and celebrations	<ul style="list-style-type: none"> • Father's Day (June 18th) • Eid (July 9th) 	Child led interests:

Prime Areas

Area of learning	Objectives/skills	Revisit/Ongoing	Assessment		
			On Track	Not on Track	Further Assessment needed
Communication and Language	I know how to follow instructions I know how to listen to stories, and I can remember much of what happens I know how to listen attentively to stories, songs and rhymes and can respond by joining in. <ul style="list-style-type: none"> • Use good sitting, good looking, good talking, good listening visuals to develop listening and attention during carpet times. • Talk about our nursery rules and why these are important. • Explore a variety of stories and rhymes relating to our topic 'All About Me' • Talk about who is in our family and who our teachers and friends are at school. 	Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.			

Personal, Social and Emotional Development	<p>I know how to select and use activities and resources, with help when needed. I know how to follow routines and rules in nursery I am developing my sense of responsibility and memberships of a community.</p> <ul style="list-style-type: none"> • Create routines and boundaries with the children and establish these through our 'Give me Five' song. • Use visual timetable to become familiar with our daily routine • Give children appropriate tasks to carry out to develop a sense of responsibility and membership of the community: • Self-registration on arrival to nursery. • Learn self-care routines such as hanging own coat and bag up • Pouring own drinks at snack. • Learn how to use the environment, model how to play with toys and how to tidy up correctly when we have finished using them. 	Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.			
Physical Development	<p>I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. I know how to go up steps and stairs, or climb up apparatus, using alternative feet. I know how to skip, hop, stand on one leg and hold a pose for a game like musical statues. I know how to use gross motor movements to wave flags and streamers, paint and make marks.</p> <ul style="list-style-type: none"> • Learn how to use the outdoor equipment safely, such as riding the trikes and using the climbing frame equipment. • Explore climbing frame confidently, safely and independently • Use large muscle movements, large shoulder and arm movements – large chalk boards, ribbons and flags. • Introduce write dance and weekly music and movement sessions. 	Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.			
Specific Areas					
Area of learning	Objectives/skills	Revisit/Ongoing	Assessment		
			On Track	Not on Track	Further Assessment needed

<p>Literacy</p>	<p>Reading I know how to notice sounds around me I can recognise that different objects make different sounds I can listen to, identify and name sounds I can talk about environmental sounds, describing and comparing them I know how to look after books by handling them carefully I can engage in conversations about stories, learning new vocabulary.</p> <p>Writing I know how to mark make through gross motor movements. I know print has a purpose.</p> <ul style="list-style-type: none"> • Write Dance – Encouraging large muscle co-ordination, whole body, leg, arm and foot. • Climbing, swinging, messy play and parachute games. • Finger gym activities and exercises to strengthen finger muscles. 	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p> <p>Continue to develop overall gross and fine motor skills.</p>			
<p>Mathematics</p>	<p>I know how to subitise up to 3. I know how to recite numbers past 5 I know how to say one number for each item in order: ‘1, 2, 3, 4, 5’ I can explore 2D and 3D shapes in my play and I am beginning to use informal language to describe them such as ‘straight’, ‘flat’ and ‘round’.</p> <ul style="list-style-type: none"> • Baseline: counting, sorting, basic shapes. • Subitising up to 3 • counting in sequence (forwards, backwards, using actions and through songs and games). • counting objects, pointing out the last number. • Introducing basic shapes 	<p>Explore shapes, selecting shapes appropriately for tasks. Combine shapes. Use positional language such as under, next to, in between.</p>			
<p>Understanding the World</p>	<p>I know how to talk about what I see, using a wide vocabulary. I know my own family story and family history. I can talk about who is in my family.</p> <ul style="list-style-type: none"> • Talk about who we live with and who is in our families. Talk about the differences between our families and other families. Develop positive attitudes about the differences between people. • Share family photographs on Tapestry and create a display in nursery. 	<p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p>			

<p>Expressive Arts and Design</p>	<p>I know how to take part in simple pretend play. I can use an object to represent something else even though they are not similar. I know how to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. I know how to explore different materials freely. I can develop my ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Provide a variety of role play experiences for children to act out their own experiences from home, for example, home corner, shop etc. Have access to lots of flexible and open-ended resources to enhance children's imaginative play. • Set up small worlds based on children's experiences, spend time role playing with the children. • Introduce daily singing and rhyme time • Develop listening skills by the use of visuals and listening and attention games. 	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance</p>			
--	---	--	--	--	--