



# THERE'S NO FULL STOP TO LEARNING

Year	Nursery	Term	Autumn 1	Topic: All about Me
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*Our vision is to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential*

### Personal, Social and Emotional Development

**Feelings faces activity game, family tree craft, friendship circle games, establishing new friendships, routines.**

Select and use activities and resources • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. • Make healthy choices.

### Mathematics

**Exploring range of maths related free flow resources, making class height chart, counting our family members, self portraits with different shapes, sorting and categorising games.**

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Talk about and explore 2D and 3D shapes.

### Communication and Language

**Free flow environment encouraging speaking, getting to know each other. Building confidence through daily interactions and routines. All about me circle time, role-playing family scenarios, guess who game, story times and language rich environment.** Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.

### Physical Development

**Exploring all resources to develop gross and fine motor skills. Body movement games, obstacle courses, finger painting hands, yoga.**

Continue to develop their movement, balancing, riding and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

## Skills and Knowledge

### Understanding the World

**Talking about our families, creating a welcome display celebrating ourselves and what makes us unique. Exploring our senses games and activities, community helpers role play. Exploring the setting of the Owl Babies story – woodland, nocturnal animals, exploring the school gardens.**

Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

### Literacy

**Exploring and sharing stories, singing songs. Owl Babies story focus to start the year. Other focus stories – Who's in my family, The Colour Monster goes to school, What Will I Be? Orally retelling the story, making pictures linked to the story. Name recognition and name writing.**

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 • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately

### Expressive Arts and Design

**Self portraits, family finger puppets, exploring a range of materials through free flow provision, mark making, encouraging and modelling role play with a range of resources. Owl collage, sing range of materials, owl babies story retelling with own made puppets, night and day exploration.**

Take part in simple pretend play. • Begin to develop complex stories using small world equipment like animal sets, dolls etc. • Make imaginative and complex 'small worlds' with blocks and construction kits • Explore different materials freely, to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Remember and sing entire songs. • Play instruments to express feelings and ideas.