

Year group: Nursery Term: Autumn 1

Focus All About Me

Key Vocabulary:

Family, mum, dad, brother, sister, aunt, uncle, grandma, grandad etc. friends, emotions, happy, sad, scared, loved, mixed-up, cross, angry
Body parts- head, face, hair, eyes, eye brows, eye lashes, nose, ears, mouth, chin, shoulders, arm, wrist, hand, fingers, elbow, body, hips, spine, leg, knee, ankle, foot, toes.
Occupations-police, ambulance, doctor, nurse, firefighter, vet, teacher, dentist, opticians

Personal, Social and Emotional Development:

Select and use activities and resources with help when needed.
Become more outgoing with unfamiliar people in the safe context of their setting.
Increasingly follow rules, understanding why they are important.
Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'
Understand gradually how others might be feeling.
Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands.
Make healthy choices about food, drink, activity and toothbrushing.

RE: as theologians, we will:

Know and understand through the topic of Creation
I know that God made me.
I know God loves me and I am part of a family
I know we should look after ourselves and others
I know that God made our world
I know we should look after God's world

Expressive Arts and Design

Take part in simple pretend play and develop stories using small world equipment.
Join different materials (to make a person) and explore different textures (printing with fruit and vegetables)
Create close shapes with continuous lines and begin to use these shapes to represent objects.
Draw with increasing complexity and detail such as representing a face.
Show different emotions in their drawings
Charanga Me! -Listen attentively, move to and talk about music, expressing their feelings and responses.

BIG Question: What makes me special?

Practise at Home:

Name practise.
Picture books for shared reading

Physical Development

Continue to develop their movement, balancing, riding and ball skills.
Go up steps and stairs using alternative feet.
Use one-handed tools and equipment e.g. use scissors to make snips in paper.
Be increasingly independent as they get dressed and undressed and putting on their coats.

Communication and Language

Respond to name and change an activity when encouraged
Use everyday words to talk about people they know
Follow simple instructions with visuals
Listen and respond to adults and peers.
Enjoy listening to stories and remember much of what happens.
Use a wide range of vocabulary. Extend children's vocabulary related to topics and books.
Sing a large repertoire of songs and recite rhymes and simple poems.
Talk about their feelings using words like 'happy', sad, worried, angry
Understand gradually how others might be feeling
Develop communication that can be understood by others.

Mathematics

Recite some number names in sequence.
Recite some number names past 5
Show interest in and join in with number rhymes
Say one number for each item in order to 5
Show 'finger numbers' up to 5
Develop fast recognition of up to 3 objects
Start to match number of objects to the right numeral up to 5
Talk about and identify patterns around them



Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Police and firefighters visit
Mrs Dalley to talk to children about being a safe pedestrian.

Key texts

Mae's First Day at School	Funnybones
The Rainbow Fish	Goldilocks and the Three Bears
The Colour Monster	Non-Fiction People Who Help Us
Once There Were Giants	
Kipper's Birthday	

Literacy

Enjoy drawing freely. Add some marks to their drawings which they give meaning to.
Make marks on pictures to stand for their name
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 phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.
Extend conversations about stories, learning new vocabulary
Start to use letter knowledge I their early writing and to write their name. Write some letters correctly
Read individual letters by saying the sounds for them
Fill in missing words from well-known rhymes
Show a preference for a book or a song or a rhyme.
Repeat vocabulary in the context of a story
Recognise familiar logos and labels within the environment

Knowledge and Understanding of the World

Begin to make sense of their own life-story and family's history
Develop positive attitudes about the differences between people.
Show interest in different occupations.
Talk about what they can see using a wide vocabulary