

Autumn 1

Who is in my family?

Children will be Learning to	Our Planning	Examples of how to support this and KEY VOCABULARY
Communication and Language		
To sing rhymes and look at picture books. To talk about the different characters and what they are doing. To talk about themselves and their families. Develop communication that can be understood by others.	Introduce the listening moments during group sessions/story time. Model actions during singing times. Model the vocabulary of introduction e.g. Hello, my name isand I'm going to build a model on the playdough table, would you like to join me?... Introduce three main puppets of Nursery 'Postman Pat', 'Creepy Croc' and 'Baby Monkey' focussing on listening skills.	Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities e.g. 'spectacular', what is a 'broom', aerodynamics etc. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children e.g. 'The end', 'happily', 'extraordinary' etc. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: Shared book-reading is a powerful way of having extended conversations with children. Offer children lots of interesting things to investigate, like different living things, the life cycle of a sunflower. This will encourage them to ask questions. Suggestion: use scientific vocabulary when talking about the parts of a flower, cooking or an insect, or different types of rocks. Examples from 'Room on the Broom' include: 'braid', 'reeds', 'shrieked', 'wart' and 'politely'. Encourage children to talk about what is happening and give their own ideas. If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt. Suggestion: say the child's name and then: "Please stop and listen".
Personal, Social and Emotional Development		
To separate from main carer and learn to adapt to the Nursery environment. To select and use activities and resources, with some support if needed. To wash hands after using the toilet.	Show children around all the different areas, naming different rooms and resources that they can access. Model "My name is Would you like to use these glue sticks to make a...?" Introduce Key workers and Key worker group time. Dojo: Send in family holiday/together time pictures, display in frames in the home-play area to encourage conversation and discussion using tense. How to wash your hands pictures displayed in the toilets. Modelling from adults.	Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving. Explain why we have rules and show children the display of rules as a visual reminder. Discuss the visual timetable, snack timetable, how to wash hands pics. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table. In the cloakroom, display a picture of one child helping another to put on their coat etc.
Physical Development		
To take care of toileting needs independently. To begin to show a preference for a dominant hand. To climb apparatus safely. To begin to show awareness of moving equipment safely with peers.	Hall times Focus; Shoes and socks/spatial awareness for first 3 weeks then Real PE in the AM with basic skills in the PM. Model 'funky fingers' and 'mark making' activities. Model how to use the fort outside. Use posters to remind children how to safely climb.	Encourage children to transfer physical skills learnt in one context to another one. Suggestion: children might first learn to hammer in pegs to mark their Forest school boundary, using a mallet. Then, learn how to use hammers and nails at the woodwork bench. Encourage children to transfer what they have learnt during hall time situations to their outdoor play with others. You can begin by showing children how to use one handed tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently.
Literacy		
To be able to mark make and identify their marks.	Stories * First Day of School *The Enormous Turnip * Guess how much I love you	Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting.

To recognise familiar logos and labels within the environment.	* Harry and the pocket full of Dinosaurs go to School * Goldilocks and the Three Bears * Room on the broom Develop the 'Reading area' within the Discovery Den with the children. Use logos etc. within the home area – update with wooden 'real' food.	Provide a comfortable place for sharing books, like a sofa. In warm weather, share books outside on a picnic rug or in small tents. Themed book areas can build on children's interests. Suggestions: relevant books close to small world play about dinosaurs, or cookbooks in the home corner. Help children to explore favourite books through linked activities. Suggestions; Creating potions outside with found materials, create a role play farm shop to buy turnips.
Mathematics		
Say one number for each item in order: 1,2,3,4,5. Beginning to recognise and explore colour and how it can be changed. Beginning to match and sort items based on components (shape, size, colour etc.)	Specific teaching opportunities in small group time (see planning) Songs as intros i.e. 1,2,3,4,5 once I caught a fish.	Suggested stories; Red – A crayons story – Michael Hall • Red is best – Kathy Stinson • Red, Red, Red – Polly Dunbar • Little Blue Truck • Big, Yellow Digger- Julia Jarman • Where are the yellow chicks, spot? Eric Hill. Children to explore with red/blue/yellow dyed water. Freeze coloured objects such as sorting teddies/dinosaurs for children to melt in water. Fill spray bottles with coloured water and children to spray on cotton wool. Can children build a tower with 1/2/3 red bricks in their model/tower? What about a tall tower with only red blocks? Can children do the above with coloured lolly sticks? Which ones are red? How many red/blue/yellow sticks can they balance? Provide paint strips showing the different shades of red / blue and yellow. Give children paint and white paint to explore different shades. Water paint down in bottles and let children squeeze bottles on to shredded paper. Ice biscuits in groups. Discuss the icing colours. What are the children's favourite colours? Provide fruit: red strawberries/apples/ blueberries/ bananas. Chop fruit and discuss colours.
Understanding the World		
To be able to talk about their body parts and what the function is of each part. To draw self-portraits and orally label body parts. To be able to identify similarities and differences between themselves and peers. To describe the change in materials.	Request photos of children and their family members 'What I did in the summer'. Display these photos in frames within our home area Allow children to use the ipad to take either 'selfies' or a photo of a new friend. Once printed allow them to display their picture somewhere in Nursery to stay there all year so they can revisit it in time and notice changes. Observe changes in ingredients when cooking.	Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family. Draw children's attention to forces. Suggestions: • how the water pushes up when they try to push a plastic boat under it • how they can stretch elastic, snap a twig, but cannot bend a metal rod • magnetic attraction and repulsion Plan and introduce new vocabulary related to the exploration and encourage children to use it. Provide children with opportunities to change materials from one state to another. Suggestions: • cooking – combining different ingredients, and then cooling or heating (cooking) them • melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite) Explore how different materials sink and float. Explore how you can shine light through some materials, but not others. Investigate shadows. Plan and introduce new vocabulary related to the exploration and encourage children to use it.
Expressive Art and Design		
Sing the pitch of a tone sung by another person ('pitch match'). Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. To learn about art and music of Africa for Black History Month. Uses various construction materials.	Role Play Sing Nursery rhymes in different pitches. Use the 'Puppets' to copy vocalisations. Singing names. Creating pictures with found materials outdoors e.g. seeds, leaves. Use various construction materials to make a model of their house.	When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout. Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving. Play sound matching games. Offer opportunities to explore scale. Suggestions: • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, table top or easel Listen and understand what children want to create before offering suggestions. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.

