



## Nursery – Autumn 1- Theme: All About Me

### Literacy

We will be exploring a range of texts including 'Once There Were Giants', 'The Little Red Hen', 'Rosie's Walk' and 'Pumpkin Soup'. We will be learning to repeat words or phrases from familiar stories and to have the confidence to suggest how a story might end.

### Mathematics

We will be selecting a small number of objects from a group when asked, for example, 'please give me one conker', 'please give me two'. We will be making shapes pictures and telling our adults what we know about shapes. We will be talking about the different sizes and weights of pumpkins, focussing on the language big, small, heavy and light. Some of us might order the pumpkins from smallest to biggest or heaviest to lightest.

### Physical Development

We will be encouraged to dress ourselves with help, for example by putting our arms into an open-fronted coat when it is held up and pulling up our own trousers. If we are ready, we will learn to pull up the zipper on our coats once it is fastened at the bottom.

We will be tapping golf tees into pumpkins with child friendly hammers to develop the muscles in our arms, wrists and fingers.

### Communication and Language

In small groups we will be sharing our likes and dislikes with our new Nursery friends. We will be developing our listening skills when stories are read to us; increasing our attention and recall.



### Personal, Social and Emotional Development

We will be separating from our main carer with support and encouragement from a familiar adult.

We will be thinking about the value of co-operation and linking this to our stories. For example, the Little Red Hen did all the jobs by herself in the story.

### Expressive Arts and Design

**Exploring media and materials:** We will be sharing our favourite songs and learning some new ones. We will be given many opportunities to construct and will be encouraged to stack blocks vertically and horizontally, making enclosures and creating spaces. We will be exploring paint powder paint; mixing red and yellow to make orange. We will also be mixing red and yellow play-dough to learn through discovery what secondary colour they make.

**Being imaginative:** We will be engaging in imaginative role-play based on own first-hand experiences. Some of our role-play areas will include a home corner and a bakery. We will be creating a self-portrait using paints and pastels. In addition, we will be looking closely in the mirror at our facial features and using a pencil and pens to draw a self-portrait.

### Understanding the World

**The world:** We will be developing our understanding of change through a variety of ways. An example being a chance to collect apples from our school orchard, seeing the process of how apple crumble is made and experiencing what it tastes like. We will also look at the process of wheat being turned into flour.

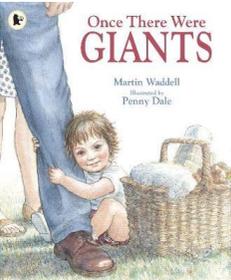
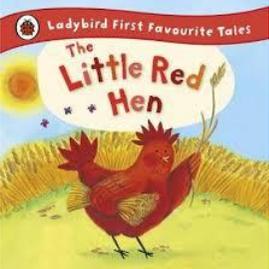
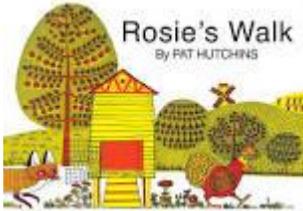
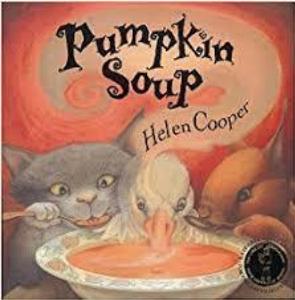
**People and Communities:** We will be talking about our own families at circle time and learning that we have similarities and differences that connect us to, and distinguish us from others.

**Technology:** We will be introduced to our school ICT resource 'PurpleMash'. We will learn the rules that we have to follow when we use the interactive White Board and we will be given opportunities to use click and drag programs.



In Week 1 the children will have stay and plays with their parent/carer and the parent/carer will have the opportunity to talk to the Nursery teacher

In Week 2 the Nursery staff will focus on the Characteristics of Effective Learning and will find out the children's interests.

Phonics	General sound discrimination – environmental sounds = listening walk	General sound discrimination – environmental sounds = drum outdoors	General sound discrimination – environmental sounds = red hen is lost in the field	General sound discrimination – environmental sounds = Mrs Jeffery has a box	General sound discrimination – environmental sounds = socks and shakers
English	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
	Begins to recognise familiar logos	Shows interest in illustrations	Repeats and uses actions, words or phrases from familiar stories	Fills in the missing word or phrase in a known story	Suggests how the story might end
Contexts	All About Me Autumn The Colour Monster 	All About Me Autumn Once There Were Giants 	All About Me Autumn Little Red Hen-Harvest 	All About Me Autumn Rosie's Walk 	All About Me Autumn Pumpkin Soup 
New Vocabulary (Grandma Fantastic) 	<b>Emotion vocabulary</b> happy – cheerful sad – miserable angry – annoyed calm – peaceful loved – adored scared - frightened	<b>Size vocabulary</b> big – gigantic, enormous little – teeny, tiny	<b>Bread making vocabulary</b> wheat grind dough yeast	<b>Preposition vocabulary</b> across around over past through under	<b>Tasting vocabulary</b> delicious tempting scrumptious

Circles	How are you feeling today? What is your favourite colour?	What could you do when you were little? What can you do now you are bigger?	Would you prefer to grind the wheat or make the dough?	Would you prefer to go over the bridge or through a tunnel? (pictures to refer to) Extension: Why?	What is your favourite soup?
Writing	Write-Dance = Sandy Hill Straight or rocking movements – upwards or downwards or swaying	Write-Dance = Kringeli-krangeli Swinging movements and lines	Write-Dance = Pat-a-cake Circular movements	Write-Dance The Staircase Angular movements	Write-Dance = The Toy Train Looped movements upwards and downwards

Week	Expressive Art & Design (Art) 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Induction				
2	<b>Develops an understanding of using lines to enclose a space, and begins to use drawing based on observation.</b> Self-portraits (pencil and felt tip pens)	Identify features (using a mirror) Look carefully Draw what you see	features circle line draw	Drawing skills	Circles and lines A mirror reflects your own image
3	<b>Enjoys and responds to playing with colour in a variety of ways, for example combining colours.</b> Self-portraits (paint)	Choose colour Mix colours to create a new colour	Create Mix combine	Brush and paint skills	Know that colours can be mixed to create new colours
4	<b>Develops an understanding of using lines to enclose a space, and begins to use drawing based on observation.</b> Adding features to self-portraits (pastels)	Identify features (using a mirror) Look carefully Draw what you see	features circle line draw	Drawing skills Pastel skills	Circles and lines A mirror reflects your own image
5	<b>Experiments with ways to create shapes.</b> Printing with conkers, leaves and pine cones	Choose an object Choose a paint Print with the object and paint	experiment print shapes patterns	Printing	That an object can leave a print when placed in paint The print can make different shapes and patterns
6	<b>Experiments with ways to create shapes.</b> Handprint art	Use your hand Choose a paint Print with your hand and paint	experiment print shape/s	Printing	That an object can leave a print when placed in paint The print can make different shapes and patterns
7	<b>Enjoys and responds to playing with colour in a variety of ways, for example combining colours.</b> Exploring powder paint– mixing red and yellow to make orange. Mixing red and yellow play-dough. Mixing powder paints into puddles when raining.	Choose colour Mix colours to create a new colour	create mix combine	Brush and paint skills	Know that colours can be mixed to create new colours Knows primary colours can be mixed to make secondary colours

Week	<p>Understanding the world: The World, Technology and People and Communities</p> 	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
1	Induction				
2	<p><b>Has a sense of own immediate family, relations and pets.</b> Share photographs of children’s families, friends, pets or favourite people</p>	Name your family members	family unique	Identifying	<p>Vocabulary related to family NB/Support children’s understanding of difference ensuring that negative stereotyping is avoided Some children may be fostered or adopted</p>
3	<p><b>Can talk about some of the things they have observed such as plants.</b> Visit to orchard – collecting apples for apple crumbles <i>(apple- from tree = pip inside)</i></p>	Make observations Look carefully Say what you see	Observe change seeds seedling sapling tree blossom fruit	Observing	First- hand experience – An apple seed changes into an apple tree (plant an apple seed)
4	<p><b>Developing an understanding of growth, decay and changes over time.</b> Process of making an apple crumble and being given the opportunity to taste it</p>	Make observations Look carefully Say what you see	Observe change seeds seedling sapling tree blossom fruit	Observing	First- hand experience – An apple seed changes into an apple tree
5	<p><b>Developing an understanding of growth, decay and changes over time.</b> Process of wheat being changed into flour and flour being used to make bread. Make bread and eat it.</p>	Make observations Look carefully Say what you see	Observe change wheat grind flour bread yeast	Observing	First- hand experience – A grain of wheat changes into edible wheat.

6	<p><b>Seeks to acquire basic skills in turning on and operating some digital equipment.</b>          Story-phones – how to operate and rules for use</p>	<p>Turn on          Press Play          Turn off</p>		<p>Operating</p>	<p>Digital equipment needs to be turned on and turned off</p>
7	<p><b>Developing an understanding of growth, decay and changes over time.</b>          Show a pumpkin. What do you think is inside? Show a pumpkin cut in half. What do the children know already (seeds – start of life-cycle, skin is hard and pulp is soft)</p>	<p>Make observations          Look carefully          Say what you see</p>	<p>Observe          change          seed          fruit          pumpkin          hard          soft</p>	<p>Observing</p>	<p>First-hand experience –          A pumpkin seed changes into a pumpkin.</p>

Week	Physical Development 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
Induction					
2	<p><b>Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</b></p> <p>Show children how to use the ‘trick’ to put their coat on.</p>	<p>Get your coat Put it on the floor/table Make sure the hood is nearest to your body Put your arms in the arm holes ‘Flip’ the coat over your head</p>	<p>near holes</p>	<p>Dressing independently</p>	<p>Parts of coat – arm holes, hood</p>
3	<p><b>Develops some independence in self-care and shows an awareness of routines such as handwashing but still often needs adult support.</b></p> <p>Teach ‘handwashing song’ and ensure children wash hands after going to the toilet. Visuals on display in bathroom.</p>	<p>Put soap on your hands Wash your hands for 20 seconds Dry your hands properly</p>	<p>soap wash clean dry</p>	<p>Handwashing</p>	<p>Washing your hands is the best way to stop germs from spreading</p>
4	<p><b>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</b></p> <p>Introduction to balance bikes</p>	<p>Sit on the balance bike with legs astride Hold the handlebars with both hands Push away from the ground using your feet</p>	<p>sit balance push glide</p>	<p>Balancing</p>	<p>There are 4 steps most riders go through in learning to ride a balance bike.</p> <p>Stand and walk Sit and walk Sit, run, and balance Sit, run, and glide</p>
5	<p><b>Begins to walk, run and climb on different levels and surfaces.</b></p> <p>Rosie’s Walk journey – obstacle course (climb–haycock)</p>	<p>Use both hands and both feet to climb</p>	<p>Climb Hands feet</p>	<p>Climbing</p>	
6	<p><b>Jumps up into the air with both feet leaving the floor and can jump forward a small distance.</b></p> <p>Jump over the pond</p>	<p>Eyes focused forward Ankles, knees and hips bent Arms swing behind the body</p>	<p>jump bend/bent swing forwards upwards straighten</p>	<p>Jumping</p>	<p>Gross motor</p>

		<p>Forceful forward and upward swing of the arms</p> <p>Legs straighten in the air</p> <p>Ankles, knees and hips bend on landing</p>			
7	<p><b>Moves in response to music.</b></p> <p>Different tempos = outdoor time</p>	<p>Listen to the music</p> <p>Is the music fast or slow?</p> <p>How could you move to the music?</p>	<p>fast</p> <p>slow</p> <p>move</p>	<p>Movements matched to speed of music</p>	<p>Different movements – fast and slow</p>

Week	<b>PSED</b> 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills/British Values 	Key Knowledge 
1	Induction				
2	<b>Knows their preferences and interests.</b> Jigsaw 1 - favourite toys	Understand how it feels to belong and that we are similar and different.	belong same similar different unique	We know that we are all special.	Knowing we are different (unique) because we like different things
3	<b>Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings.</b> Jigsaw 2 – happy and sad	Understand how feeling happy and sad can be expressed.	happy sad feeling kind caring	We try to help.	Knowing that we need to be kind and caring friends:
4	<b>Participates more in collective co-operation.</b> Jigsaw 3 – working as a team	Know how to work together and consider other people’s feelings.	teamwork together feelings	We try to help.	Know that working together as a team is much more fun and jobs get done!
5	<b>Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions.</b> Jigsaw 4 – using gentle (caring) hands	Use gentle hands and understand that it is good to be kind to people.	gentle kind caring	We understand the consequences of our actions.	Know what you can say or do when you are feeling angry
6	<b>Seeks out others to share experiences with and may choose to play with a child who has a similar interest.</b> Jigsaw 5 – children’s rights - play	Understand children’s rights and this means we should all be allowed to learn and play.	learn play	We know that we are all special.	Know that we all want to be happy and we can help each other to be happy with the things that we do.
7	<b>Enjoys a sense of belonging through being involved in daily tasks.</b> Jigsaw 6 - responsibilities	Know what responsible means.	responsible	We try to help,	There are certain things that you are responsible for.

Week	<b>Mathematics</b> 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Induction				
2	Fast recognition of up to 4 items – number of items at snack	Can take or give two or three objects from a group. Can instantly recall the number of objects or images without needing to count them individually.	give take one two three four	perceptual subitising	understanding of how a number is made up
3	Fast recognition of up to 4 items – stacking chairs into four at tidy up time	Can take or give two or three objects from a group. Can instantly recall the number of objects or images without needing to count them individually.	give take one two three four	perceptual subitising	understanding of how a number is made up
4	Fast recognition of up to 4 items – gems in a shoe-box	Can take or give two or three objects from a group. Can instantly recall the number of objects or images without needing to count them individually.	give take one two three four	perceptual subitising	understanding of how a number is made up
5	Fast recognition of up to 4 items – gems arranged in different ways	Can take or give two or three objects from a group. Can instantly recall the number of objects or images without needing to count them individually.	give take one two three four	perceptual subitising	understanding of how a number is made up

6	Fast recognition of up to 4 items – gems in different arrays such as egg box and mega-blocks	Can take or give two or three objects from a group. Can instantly recall the number of objects or images without needing to count them individually.	give take one two three four	perceptual subitising	understanding of how a number is made up
7	Fast recognition of up to 4 items - dice	Can take or give two or three objects from a group. Can instantly recall the number of objects or images without needing to count them individually.	give take one two three four	perceptual subitising	understanding of how a number is made up