



Russell Street School



Nursery – Autumn 1- Theme: Autumn and Harvest

Literacy

We will be exploring a range of texts including '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.

Autumn and Harvest

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 our whole school value, 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


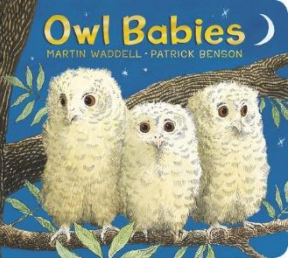
The world: We will be developing our understanding of change through a variety of ways. An example being a chance to collect apples from our school orchard, seeing the process of how apple crumble is made and experiencing what it tastes like. We will also look at the process of wheat being turned into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

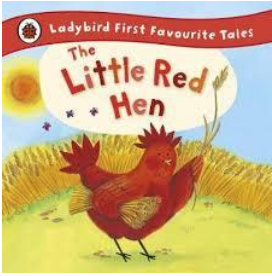
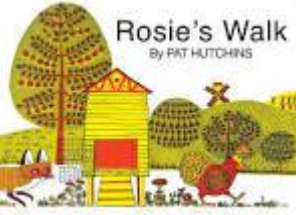
People and Communities: We will be talking about our own families at circle time and learning that we have similarities and differences that connect us to, and distinguish us from others.

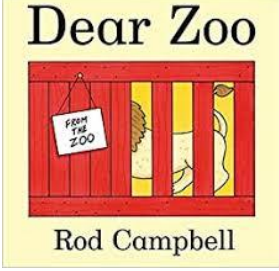
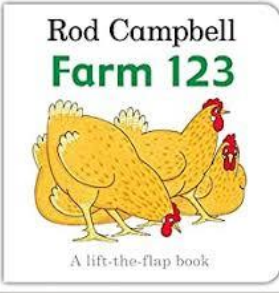

Technology: We will be introduced to our school ICT resource 'PurpleMash'. We will learn the rules that we have to follow when we use the interactive White Board and we will be given opportunities to use click and drag programs.

	<h1>Autumn and Harvest</h1>	<p>English / Maths</p> 	<p>New Vocabulary</p> 	<p>CLL</p> 	<p>PSED</p> 	<p>UW</p> 	<p>PD</p> 	<p>CD</p> 
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In the first week parents/carers will be invited in to Nursery for a 'stay and play' with their child and to discuss their child's interests and any concerns with the Nursery teacher.

1	 <p>Settling in</p>	<p>Favourite songs and rhymes</p>	<p>Co-operation</p>	<p>Speaking in small groups – circle time (all <i>about me</i>)</p> <p><i>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</i></p>	<p>Separates from main carer with support and encouragement from a familiar adult</p>	<p>Has a sense of own immediate family and relations (circle times)</p> <p>Visit to orchard – collecting apples for apple crumbles</p> <p><i>Notices detailed features of objects in their environment (apple- from tree = pip inside)</i></p>	<p>The following physical development activities will take place over the half term.</p> <p><u>Base-line assessments</u></p> <p>Runs safely on whole foot.</p> <p>Squats with steadiness to rest or play with object</p>	<p>Self-portrait (pencil and felt-tip pens)</p>
2	 <p>Owl Babies</p>	<p>Base-line assessments</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p>	<p>Co-operation</p>	<p>Speaking in small groups – circle time (all <i>about me</i>)</p> <p><i>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</i></p>	<p>Separates from main carer – Link to 'Owl Babies' = our grown up will come back to collect us</p>	<p>Talking about the process of making an apple crumble and being given the opportunity to taste it.</p> <p><i>Developing an understanding of and change</i></p>	<p>on the ground, and rises to feet without using hands.</p> <p>Climbs confidently.</p> <p>Can kick a large ball.</p>	<p>Butterfly printing using paints for whole school display</p>

3	<p>The Little Red Hen</p> 	<p>Repeats words or phrases from familiar stories.</p> <p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p>Base-line number assessments</p> <p>Numicon and conkers 1 – 5</p>	Harvest	Listens to stories with increasing attention and recall.	School value – co-operation (LRH did all the jobs by herself)	<p>Wheat – flour – bread</p> <p>Talking about the process of making bread and being given the opportunity to taste it.</p> <p><i>Developing an understanding of and change</i></p> <p><i>Self-portraits (see CD)</i></p> <p><i>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</i></p>	<p>Turns pages in a book, sometimes several at once.</p> <p>Shows control in holding and using mark-making tools.</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>Walks upstairs or downstairs (slide steps)</p> <p>May be beginning to show preference for dominant hand.</p> <p>Top to bottom lines and anticlockwise circles (1:1 with adult and through Write-Dance)</p>	<p>Self-portraits using mirrors – brush & paint skills</p> <p>Printing with conkers, leaves and pine cones</p>
4	<p>Rosie's Walk</p> 	<p><i>Shows interest in illustrations and print in books and print – the fox following Rosie and she did not even know!</i></p> <p>Base-line shape assessment</p> <p>Shape pictures made with regular shapes</p>	Past, through, around, across, under, over	Rosie's walk <i>Shows understanding of prepositions</i>	<p>Pens and pen lids – importance of looking after resources</p> <p><i>Aware of the boundaries set, and of behavioural expectations in the setting.</i></p>	<p><i>Self-portraits (see CD)</i></p> <p><i>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</i></p>	<p>Adding features to self-portraits with pastels</p>	

5	 <p>Dear Zoo</p>	<p>Reading assessment to inform planning = shared reading of Dear Zoo</p> <p>Sorting animals, numicon plates and numbers 1-5</p> <p><i>Knows that numbers identify how many objects are in a set.</i></p>	<p>Big, tall, grumpy, heavy, fierce, fragile, scary</p>	<p>Too heavy etc. (Dear Zoo)</p> <p><i>Learns new words very rapidly and is able to use them in communicating</i></p>	<p>To be confident to speak in a familiar group – talk about favourite animals.</p>	<p>Planting daffodil bulbs – use gloves!!</p> <p><i>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</i></p>	<p>Helps with clothing, e.g. puts on hat</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Painting animals from Dear Zoo</p>
6	 <p>Farm 123 Rod Campbell (same author as Dear Zoo)</p>	<p>Describes characters (farm animals).</p> <p>Focus on numbers 1-5 using the story Farm 123</p>	<p>Kitten (baby cat and baby rabbit), mice, puppy, piglet, lamb, calf, gosling, hen, chicks, ducklings,</p>	<p>Recognises and responds to many familiar sounds</p>	<p>Names of adult and baby animal</p> <p><i>Builds up vocabulary that reflects the breadth of their experiences.</i></p>	<p><i>Animals (link to Dear Zoo and Farm 123)</i></p> <p><i>Can talk about some of the things they have observed such as plants, animals, natural and found objects</i></p>	<p>Balance bikes</p> <p>Tapping golf tees into pumpkins with child friendly hammers</p>	<p>Making cotton wool sheep and cotton wool sheep masks</p>
7	 <p>Pumpkin Soup</p>	<p>Suggest how the story ends.</p> <p>Talking about the different sizes and weights of the pumpkins focussing on the language – big/small/heavy/light</p> <p>Extension: Ordering the pumpkins</p>	<p>Flesh, pulp, seeds, skin, stem, vine, leaf</p>	<p>Beginning to understand 'why' and 'how' questions.</p> <p>Pumpkin Soup...</p> <p>For example...Why did duck leave? How was he feeling?</p>	<p>Can usually adapt behaviour to different events, social situations and changes in routine – photo day</p> <p>Introduction to Jigsaw Calm Me time</p>	<p>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>Mixing colours – red and yellow (paint and play-dough)</p>		<p>Exploring paint (powder and poster) – mixing red and yellow to make orange. Mixing red and yellow play-dough. Mixing powder paints into puddles when raining!</p>