









Nursery Autumn 1 Starting School

Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Expressive Arts and Design	Understanding the World
<p>*Focus on settling into nursery by securing relationships with staff. Communication with families is vital.</p> <p>*Children will be supported to deal with different feelings of emotions, such as, separation, playing alongside other children, sharing resources etc.</p> <p>Shared reading 'Spot Loves Nursery'.</p> <p>*Circle time will include talking about emotions. Introduce emotion cards and play games to explore the emotions they are feeling, now they are in nursery.</p> <p>*Rules and routines are established through visual timetables and modelling from staff.</p> <p>*The role play will centre around the children and home life, Children are supported</p>	<p>*Circle games will include talking about themselves-children will bring in photos from home to support this. Support children to establish communication with staff, through talk, facial and hand gestures.</p> <p>*Build up children's love of listening to stories through 'Goldilocks and the Three Bears' getting them engaged with responding.</p> <p>*Staff will orally model simple sentences for children to copy.</p> <p>*Staff will initiate conversations with children about their learning, to help support children to discuss what is happening in the story. Link it to</p>	<p>*Build up children's understanding of movement, responding to action songs, small and big movements.</p> <p>Moving to music, copying other children's actions.</p> <p>*Develop cutting skills when doing craft activities.</p> <p>Developing pencil control through big write and write dance. (grasping)</p> <p>Enjoy yoga bugs, developing balance, coordination and strength.</p> <p>*Develop confidence and coordination with following action songs.</p> <p>Practise balls skills, focussing on</p>	<p>*Introduce songs and rhymes to children that they can build up language knowledge. Twinkle Twinkle, Wheels on the Bus.</p> <p>*Choose rhymes that are meaningful to now and the cultures of our children. For example, 'The Wheels on the Tuk Tuk.'</p> <p>*Introduce Talk for Writing so that children learn a structure of a story and begin that journey of loving reading and stories.</p> <p>Shared reading Goldilocks and the Three Bears Cumulative Tale</p> <p>*Immersion</p> <p>*Imitation</p> <p>*Independent application through free flow and Big Write-drawing a picture of their family</p>	<p>*Learning a range of number songs</p> <p>*Encouraging counting objects. Children may miss numbers out don't contradict just reinforce-building confidence is important.</p> <p>*Encourage children to play with construction both large and small.</p> <p>*Use construction to support children with building objects and seeing shapes change.</p> <p>*Encourage them to think of their home or the Bears home so that they can visualise a structure before building.</p> <p>*Introduce positional language through play, climbing inside, sitting on, put your book on top of the table, etc.</p> <p>*Children to notice amounts when playing with objects</p> <p>practitioners to add and</p>	<p>*Stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the children.</p> <p>*Provide the children with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded.</p> <p>*Play and perform music with different: - dynamics (loud/quiet) - tempo (fast/slow)</p> <p>*Introduce children to songs, including songs to go with routines. Suggestion: when washing hands, sing "This is the ways we wash our hands...".</p> <p>* Provide children with instruments and with 'found objects.'</p>	<p>*Explore and respond to different natural wonders. Standing in the rain in their wellies letting the water splash on their faces. Splashing through puddles, long grass etc. Going on the Bear Hunt-wonderful for this.</p> <p>*Mini-beast hunts, playing in the mud kitchen.</p> <p>Model to children how to handle a worm carefully if digging it up.</p> <p>*Encouraging children to explore, be curious, and show respect for living things.</p> <p>*Share children's fascination. Caring for plants in the environment.</p>

<p>with and accessing resources and supported to know which resources to choose. Plus, supported with learning through play, sharing and communication with other pupils beginning to build up friendships.</p> <p>*Children are supported with 'managing self', toileting, hand washing, dressing etc.</p> <p>*Building confidence through role play, storytelling and responding to good modelling. Link to emotions-explore the fear of the pigs/ goldilocks / bears' emotions (Traditional Tales) (Outdoors-enacting the story)</p>  <p>Children:</p> <ul style="list-style-type: none"> • have settled well into nursery. • know their key workers and feel happy with them. • made a friend/friends or 	<p>children and their lives.</p> <p>*Supporting children to take turns and know how to listen to others.</p> <p>*Develop pretend play. Focus on what they know first-home corner.</p> <p>*Introduce emotion cards so that children will know how to express emotions, such as anger.</p>  <p>Learn the days of the week song-introduce each day using a visual timetable.</p>  <p>Children:</p> <ul style="list-style-type: none"> • are gaining a love of stories and are beginning to talk about the story they are enjoying. • are beginning to communicate 	<p>aiming, throwing, and catching.</p> <p>*Encourage children to put own coats manipulating buttons and zips. Accessing food and drink independently.</p> <p>*Toilet training, encourage all children to be able to go to the loo independently, children to wash hands carefully and correctly.</p> <p>*Know how to manoeuvre within different spaces. Set up sports activities for children to gain a greater awareness of space.</p> <p>*Encourage tunnel crawling and use of the parachute.</p>  <p>Children:</p> <ul style="list-style-type: none"> • will move confidently in small and big movements responding to 	<p>and home or The Three Bears.</p> <p>Additional story: The Three Little Pigs - encouraging children to use intonation and actions to bring the story to life.</p> <p>Instructions How to make porridge Learning instructional language such as, first, then etc.</p> <p>Non- Chronological report on Bears. Children will draw pictures of facts they have learnt about bears.</p> <p>Poetry: All of me</p> <p>Parent Workshop:</p> <p>Reading *Lots of story time with children modelling how to look at pictures to build up a story. *Encouraging children to respond and share their ideas about the story. *Encourage children to play and act out the story, focussing on building knowledge of characterisation.</p>	<p>take amounts away and encourage children to recognise less and more.</p> <p>*Use the Story of the Three bears to support mathematical language. Counting to 3, compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. Introduce puzzles supporting children to know how to insert shape until they get confident to do this</p>  <p>Children:</p> <ul style="list-style-type: none"> • will happily sing number songs counting confidently up to five. • will become confident at using construction and building for a purpose. • will begin to recognise positional language and recognise it if given an instruction. • will be confident at recognising 	<p>Suggestions: tapping a bottle onto the table or running a twig along a fence. Encourage children to experiment with different ways of playing instruments.</p> <p>*Explore paint, using gesture and language - fingers and other parts of the body, developing mark making skills and marks with meaning.</p> <p>*Explore different material freely, to develop their ideas. Practitioners to listen to ideas from children as before offering suggestions.</p> <p>*Children to collect natural resources to build an Autumn scene-visit Aston Park. (Parents workshop) Shared reading 'The Tree' Talk about seasons.</p> <p>*Learn nursery rhymes and action songs, such as Twinkle, Twinkle. Introduce action songs in different (home) languages-sing songs regularly so they learn them and build up a language bank.</p>	<p>*Make connections between the features of their family and other families. Role play, making cultural food items using real ingredients.</p> <p>*Talk about 'My Family' relate to Goldilocks and share own family experiences with class during circle time.</p> <p>*Show pictures/books from different cultures and encourage children to talk about what they see.</p> <p>*Create picture collages of families to celebrate the different families and cultures in the nursery after small group and class discussion.</p> <p>*My family history</p> <p>Invite parents in for small group workshops to share about children's</p>
---	---	---	--	--	---	--

<p>happy to play alongside others.</p> <ul style="list-style-type: none"> • are able to follow rules and routines. • are beginning to communicate more confidently with friends and practitioners. 	<p>happily with all staff.</p> <ul style="list-style-type: none"> • are beginning to talk, saying key words and moving on to sentences, structured correctly • are beginning to communicate in play, especially play that is meaningful to them. 	<p>music appropriately</p> <ul style="list-style-type: none"> • will copy each other/learning off one another • will develop fine and large motor skills • are becoming confident at moving in a range of different spaces • are more independent with self-care. 	<p>*Encourage children to self-register so they begin to recognise their names and picture of themselves moving to just names.</p> <p>Writing</p> <p>*Draw pictures of their family/home or link it to the story of the Three Bears. Encourage children to access writing material such as painting, drawing etc. Encourage the children to talk about their drawing-model how to say simple sentences correctly.</p> <p>*Introduce write dance interventions for reluctant writers.</p>  <p>Children:</p> <ul style="list-style-type: none"> • will begin to love stories and start to be inquisitive about the characters-linking to the emotions they are learning about, (sad, happy angry). 	<p>amounts, recognising more and less.</p> <ul style="list-style-type: none"> • will begin to use mathematical language of size and shape. • Will match and sort items according to a range of different properties • 	<p>*Explore musical instruments to go with the songs introducing beat, rhythm, and rhyme.</p> <p>*Role play in home corner. (Relate to Goldilocks and the Three bears and other cultures.)</p> <p>Autumn art</p> <p>Imitate: Add texture to water colour painting by using salt to make autumn scene.</p> <p>Innovate: use leaves and natural resources, use printing to make autumn scene.</p> <p>Independent: Children create their own Autumn scene choosing different resources.</p>  <p>Children</p> <ul style="list-style-type: none"> • Show attention to sounds and music. • ~Respond emotionally and 	<p>family history?</p> <p>Create a family history book together. Can draw a picture/ a mini story book with children. Bring in pictures, artefacts to share.</p> <p>Find out about the countries their family came from</p> <p>Speak to grandparents about where they lived before and when they moved</p>  <p>Children:</p> <ul style="list-style-type: none"> • will enjoy the natural environment no matter what the weather • will appreciate the wonders of the experience • will understand respect of the environment, know that they
--	--	---	---	--	--	--

			<ul style="list-style-type: none"> • will enjoy singing nursery rhymes and be confident to sing out loud. • will confidently retell the story of the 'Three Bears. • Will begin to enjoy making marks that make meaning drawing pictures about themselves and their family. 		<p>physically to music when it changes.</p> <ul style="list-style-type: none"> • Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo.' • ~Explore their voices and enjoy making sounds. • ~Join in with songs and rhymes, making some sounds. • ~Make rhythmical and repetitive sounds. ~Explore a range of sound makers and instruments and play them in different ways. • will draw/paint-make marks a picture of themselves, their family home or the Bears home. • will express their ideas and discuss their picture • will talk about what they want to create and chose what resources they want to use. 	<p>must be kind and caring to all living creatures/plants etc</p> <ul style="list-style-type: none"> • will be beginning to be confident at exploring • will be happy to talk about their own families and share and respect other families and cultures in the nursery.
--	--	--	--	--	---	--

					<p>Collect natural resources to use by themselves.</p> <ul style="list-style-type: none"> • Will enjoy nursery rhythms and learn them by heart? • Will be confident to role play and begin to share resources with other children. • will create their own Autumn scene. choosing different resources. 	
<p>Pupil Voice Circle time activities All about me and talking about how the characters felt in <i>Goldilocks and the Three Bears</i></p>				<p>Educational Visits Seasonal walk around the playground to collect seasonal items.</p>		<p>Workshops Family Circle Time- Parents to bring in family pictures. They are to share who is in their family and talk about their family history.</p>