


**Maths:**

- Pattern, comparison, classification, group recognition
- Sorting objects and features (hair, gender, eye colour)
- Counting objects, movements and sounds
- Number rhymes 1-5 interactive displays 2 Little Dicky Birds, 5 Little Ducks
- Counting body parts
- Size big/small
- Measuring height of people
- Positional language forwards, backwards, front and back
- Counting and sorting snack, foods linked to harvest and mealtimes
- Construction models of homes/buildings
- Routine-time
- Shape- Circle (faces)

**Maths-**

- Selects a small number of objects from a group when asked
- Recites numbers in sequence 1-5
- Represent numbers using fingers
- Recognise a group of three in different layouts
- Uses number names and number language spontaneously
- Categorise objects by shape/colour
- Use language of size
- Anticipate a daily timetable
- Shows an interest in shape and space by playing with shapes or making arrangements with objects



**Global Learning Goals:**

- Good health and wellbeing
- Quality education
- Gender equality
- Partnership for goals

**Modern Foreign Language Opportunities:**

- Link to EAL children in the class
- Signing Makaton- hello, goodbye, mummy, daddy, food, drink, toilet


**Nursery  
All About Me  
Term: Autumn 1**

**Communication, Language and Literacy:**

- Stories with puppets and props
- Spot stories link to family
- Maisy stories building confidence for independence
- TFW- Mr Wiggle and Mr Waggle Pie Corbett
- Readit2 That's not my puppy- Pets
- Vets role play- writing for purpose
- Books about their family (Zaza's baby brother, mum)
- Phase one phonics. Rhyme and rhythms. Alliteration games. Sounds in the environment. Sounds made with instruments. Differences in vocal sounds.
- Language in the setting (line up, make a circle, names of areas)
- Use their senses to talk about experiences.
- Handa's surprise (healthy eating and harvest)
- Yellow door nursery rhymes Humpty Dumpty, Twinkle Twinkle, Baa Baa
- Buggy buddies homework

**Skill**

- Develop an understanding of alliteration.
- Listens to others one to one and in a small group
- Responds to simple instructions
- Identifies action words
- Uses simple sentences
- Sometimes gives meaning to marks as they draw and paint
- Listens to story one to one and small group
- Develop their senses
- Holds a book the correct way and turns the pages
- Describe the main story setting





**Physical Development:**

- Introduce the toilet routine
- Encourage independence to collect belongings
- Recognise music to tidy up. Story telling about tidying up to keep the room safe
- Good to be me, new beginnings
- Playdough and foam activities
- Holding scissors and cutting thin card
- Pincer busy fingers activities
- Healthy eating focus on fruit and vegetables linked to snack
- Activity is good for us comments when children are being physically active
- Develop gross motor skills through balancing, travelling and building activities
- Awareness of space around them
- Action words
- Jump in puddles, off blocks
- Positioning games inside/behind/in front/next to
- Throw a scarf to a peer. Share equipment

**Skills-**

- Communicates the need for the toilet
- Hanging up and putting on coats, boots, aprons
- Tidying away equipment
- Develop fine motor skills
- Build self-confidence about change
- Holds scissors effectively and snipping the card
- Develop pen grip, confidence to mark make
- Name some healthy and unhealthy foods
- Begin to know activity is good for our health
- Shows basic control in holding and using on handed tools
- Begin to move with some basic control, balance and coordination
- Use a glue spreader
- Recognises danger and seeks support if needed
- Can kick a large ball
- Can jump
- Roll a hoop
- Can run in different directions and begin to negotiate space
- Begin turn taking
- Encourage children to stay on task and follow simple rules

**Inspirational Days!**

- Visitor linked to family, grandparent
- Child brings in pet to show

**PETS!**



### Personal, Social and Emotional Development:

- Makaton signing hello, goodbye, mummy, daddy, food, drink, toilet
- Forming relationships with adults and peers through key groups and modelling interactions
- Stories about starting school
- Coping strategies to separate from carer
- Emotions, How do I feel?
- How to greet each other and care for each other
- Selecting activities and using the visual prompts if needed
- Make the class rules together
- Use the time line to show the routine
- Knowing they are part of a group, school and family
- Love and care- showing affection and a great interest in something. Enthusiasm and happiness- being pleased and content



### Skills-

- Able to choose an activity
- Interested in others and started to join in
- Separates from main carer with support and encouragement
- Can select and use activities and resources with help
- Show confidence in asking adults for help
- Shows understanding and cooperates with some boundaries and routines
- Values



### Values-

- September = Love & care
- October = Enthusiasm & Happiness

### British Values-

- The Rule of Law (I can follow rules)

# Nursery All About Me Term: Autumn 1

### Understanding of the World:

- Myself and my family- growth and healthy lifestyle. How I have changed since I was a baby. Significant people in their lives. Baby to old person
- Starting school- routine time line
- Toys they like to play with. Dinosaurs- toys, discovery, Mary Anning
- Pets
- Knowing and using their senses
- Weather and seasonal changes over time
- Finding their way around nursery
- Describe things using their senses
- Children encouraged to talk about and share experiences of celebrations, places of worship and cultural beliefs
- Belonging to a group- Nursery, family, club
- Festivals children celebrate
- How things work
- Share places they visit out of school
- Harvest festival foods they like and where they grow
- Role play home corner
- Children using IWB nursery rhymes yellow door
- Using old devices through role play- keyboard, calculator, telephone, microwave
- Use push button toys



### Skills-

- Learn that they have similarities and differences that connect them to and distinguish them from others
- Similarities and differences between toys in the past and now
- Recognise historical figures
- Have a sense of their own immediate family and relations
- Talk about significant events in their own experience
- Shows interest in different occupations
- Shows an interest in things around them
- Shows care and concern for living things
- Shows an interest in mechanical toys with knobs
- Share their own beliefs, ideas and values
- Operate a touch screen IWB
- Show skill in making toys work
- Talking about what devices are used for

### Local Links:

- Growth and development- inviting family members in of different ages (grandmother, baby)
- Children talking about achievements and visits out of school, sharing resources

### Expressive Arts and Design:

- Vets imaginative play
- Naming colours (rainbow)
- Straight and curved lines, upwards, downward loops, waves, hills
- Finger, variety of brushes, sponges for painting, collage
- Rolling actions using rolling pin, cut a shape using a cutter
- Make animals related to nursery rhymes, spiders, sheep, mice
- Joining materials to make objects of interest
- Dancing and ring games
- Sing a range of nursery rhymes
- Feeling faces
- Role play home corner
- Henri Matisse- The Snail
- Make fruit salad



### Skills-

- Play imaginatively
- Observing their surroundings
- Talk about their creations
- Using a range of constructions kits
- Joins in with singing
- Creates sounds by banging, shaking, tapping or blowing
- Beginning to describe the texture of things
- Joins in with dancing and ring games
- Beginning to construct with a purpose in mind
- Tear paper
- Use a glue stick effectively
- Naming colours
- Printing

