Nursery - Term 1 and 2

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| **Overarching**\*Positive Relationships, inclusion, respect & kindness \*Emotional literacy, mental wellbeing & healthy bodies \* Time to talk & books to love \*Shared experiences \*Motor Movements – big & small \*Nature based inquires \*Meaningful mark making, purposeful writing \* Maths in action \*Process Art – individual and collaborative\*Music Makers \*Our nursery, our local community, our diverse world \*Little Eco Warriors **Possible lines of development - Settling In & Making Friends, ! A truly magnificient broom ! Oh Help, Oh No! It’s a Gruffalo, Busy Bodies, Ho!Ho!Ho!**  **(Names & Faces, My Family, My Home, Magic & Potions, Autumn, British Wildlife, Woods & Trees ,Busy Bodies, My Senses , Christmas)** |
| **Communication and Language** **Context:** Getting to know each other, particularly talking about our likes and dislikes, our families, our homes, our bodies, similarities & differences, core feelings, time to talk sessions,shared experiences – eg cooking, Autumn adventures, festive fun, focus 5 texts & vocabulary, talk for writing, Christmas PerformanceKey Skills:**Listening, Attention & Understanding**Begins to answer simple questions Listens to simple stories and understands what is happeningKnows some rhymes**Speaking**Begins to use a wider range of vocabulary including descriptive languageUses pronouns (‘me’, ‘him’, ‘she’), not initially correctlyUses plurals and prepositions (‘in’, ‘on’, ‘under’), not initially correctly | **Physical Development** **Context:** Taking part inmusic & movement sessions – following simple commands, travelling in different ways, rhythm & rhyme time, action songs, active listening games, outdoor play, active art invitations, letter join – gross motor, enabling environment Key Skills:**Gross Motor Skills**Is able to go up steps and stairs, or climb up apparatus, using alternate feet, with increasing independencePractises moving and balancing with more controlIs able to stand on one leg and hold a pose for a game like musical statues. Uses large-muscle movements to wave flags and streamers, paint and make marks on vertical surfaces**Fine Motor Skills**Gets dressed and undressed with supportIntroduced to, and supported in using, a range of one-handed tools and materials linked to introducing them to core tools and materials in our enabling environment\*Locomotion: WalkingExplores/develops walking Explores marchingApplies walking into a game\*Moving (Gymnastics) Explores moving and making shapes using different body parts Explores moving in different directions Explores big and small ways of moving and making shapes | **Personal, Social and Emotional Development** **Context:** Starting nursery, getting to know each other, nursery routine, boundaries & expectation, the schools 3 Rs,being introduced to the learning spaces & core provision, extended to core school spaces, building relationships, shared experiences, time to talk including sharing their photo books, family & home photos, exploring similarities & differences,focus 5 texts & vocabulary,mini mindfulness, introduction to emotional literacy. Jigsaw – being me in my world,celebrating differenceKey Skills:**Self Regulation**Finds ways of managing transitions, for example from their parent to their key personBegins to be able to express their feelings through words like ‘sad’, ‘upset’ or ‘angry’.Notices and ask questions about similarities & differences**Managing Self**Finds ways to calm themselves, through being calmed and comforted by their key person.Establishes their sense of selfExpresses preferences and decisions.Begins to understand why it’s important to wash their hands carefully and throughout the day, including before they eat and after they’ve used the toiletLearns to use the toilet with help**Building Relationships**Enjoys playing alongside othersTakes part in pretend playDevelops friendships with other childrenIs able to share or take turns with others with adult guidance |
| Literacy **Context –** Nursery Print, familiar print including labels & logos, focus 5 texts, Early Phonics activities focussing on Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm & Rhyme, core book projects , marks for meaning prompts, books in the environment, enabling environment prompts, my special letter, name recogntiton, simple recipes & instructions, talk for writing**Key Skills****Comprehension**Enjoys songs and rhymes, tuning in and paying attention.Says some of the words in songs and rhymesCopies finger movements and other gestures.Enjoys sharing books with an adult. Pays attention and respond to the pictures or the words. Has favourite books and seeks them out, to share or to look at alone.**Word Reading**Notices some print, such as the first letter of their name, a bus or door number, or a familiar logo.**Writing**Enjoys drawing freely | Mathematics **Context –** Everyday numbers, Numbers special to me, 1,2,3, Whee! Potion Lab, Autumn Treasures, Book Project – The Gruffalo Real Life Maths – Getting ready for Christmas**Key Skills****Number**Recites numbers past 3. Says one number for each item in order: 1,2,3.Knows that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)**Numerical patterns**Talks about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extends and creates ABAB patterns – stick, leaf, stick, leaf.Makes comparisons between objects relating to size and capacityUnderstands position through words alone – for example, “The bag is under the table,” – with no pointing | Understanding the World**Context–**Getting to know one another (sharing family photos, photo books, front door photos) Names & Faces, My Family, My Home, Busy Bodies, Potion Lab, Autumn, British Wildlife, Woods & Trees, Winter Trees**The Natural World** Uses all their senses in hands-on exploration of natural materials: including open ended resources from environment, Autumn treasures, ingredients in cooking,festive foliage Talks about what they see, using a wide vocabulary including initial outdoor environment, seasonal changes Summer to Autumn, weather Explores materials with different properities in relation to building simple structures and creating potions**People , Culture & Communities**Makes connections between the features of their family and other families particularly family structure, home, celebrationsContinues developing positive attitudes about the differences between people including facial features, skin, bodies**Past & Present**Begins to make sense of their own life-story and family’s history – thinking in particular about family structure, home, celebrationsListens and talk about stories that relate to events and celebrations they have experienced in their own life Begins to develop a sense of own immediate family and relations |
| Expressive Arts and Design **Context –** Early Phonics activities focussing on Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm & Rhyme, Rhyme Time, Introduction to enabling environment : building on a range of play opportunities inc home corner,small world, open ended resources, loose parts, tools, materials & independent opportunities, representing themselves, people special to them, what they have obsevered, process art invitationsArtist Inspired Mini Project – Andy Warhol: Art & Photography, Mixed Media, other art work linking to childrens interests **Creating with Materials**Painting : Identifies and explores coloursExplores paint, using fingers and other parts of their bodies as well as brushes and other core tools. Linked to printing & pattern making.Drawing: Expresses ideas and feelings through making marks, and sometimes give a meaning to the marks they make, begins to learn how to create simple representations eg faces, people, objects they have observeredSculpture : Explores malleable media & different materials, using all their senses to investigate them – introduced to playdough,wood & clay : core tools, moulding of base shapes.Manipulates and plays with these different materials to create simple representations.Uses their imagination as they consider what they can do with different materials. Makes simple models which express their ideas – introduction to core construction kits, junk modelling and woodwork Introduced to core food preparation, food hygiene and cooking skills eg spreading, cutting, mixing**Being Imaginative & Expressive**Listens with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.Joins in with action songs, songs and rhymesExplores a range of soundmakers and instruments and play them in different ways Makes rhythmical and repetitive soundsTakes part in simple pretend play, using an object to represent something else even though they are not similar | Stunning start : Welcome EverybodyMarvellous middle: A truly magnificient broom(Room on the Broom inspired learning including Potion Lab)Fabulous finish: Christmas Show and Festive Celebrations |  |