**Nursery - Term 1 and 2**

|  |  |  |
| --- | --- | --- |
| **Our Nursery**  **This term we will be settling into nursery ; being introduced to the routines and expectations of the setting, beginning to build relationships and becoming familiar with our learning environment. We will be particularly thinking about our favourite things, our families and exploring occasions that are special to us.** | | |
| **Overarching Focuses**  \*Positive Relationships, inclusion, respect & kindness \*Emotional literacy, mental wellbeing & healthy bodies \* Time to talk & books to love \*Motor Movements – big & small \*Nature based inquires \*Meaningful mark making, purposeful writing \* Maths in Action \*Process Art – individual and collaborative\*Story Tellers and Music Makers  We take into account the interests and needs of the cohort, respecting what is important to them, excites and inspires them and invites wonder and curiosity. We follow a child centred approach, building secure & positive realtionships and providing shared experiences and a thoughtfully planned enabling environment for play based learning.  **Our ‘Stunning Start’**  Starting Nursery  **Our ‘Marvellous Middle’**  Autumn Treasures  **Our ‘Fabulous Finish’**  Christmas Celebrations | **Effective Learning Skills:**  The Characteristics of Effective Learning within the Early Years focus on three key elements: engagement, motivation and thinking.  The Characteristics of Effective Learning describe behaviours children use in order to learn. When learning well. children approach opportunities with curiosity, energy and enthusiasm. Effective learning should be meaningful to a child so that they are able to use what they have learnt and apply it in new sitatutions. This is why an enabling environment is so positive for the children as this is when they can revisit, develop and extend these skills independently.  The characteristics are:  **Playing and exploring**  - Finding out and exploring.  - Using what they know in play.  - Being willing to have a go.  **Active learning**  - Being involved and concentrating.  - Perservering.  - Achieving what they set out to do.  **Creating and thinking critically**  - Having their own ideas.  - Using what they already know to learn new things.  - Choosing and find new ways to do things. | **Communication and Language**  **Context:**  Getting to know each other and beginning to build relationships, particularly talking about their likes and dislikes, their families and times that are special to them, time to talk sessions, shared experiences, circle time discussions, language & vocabulary focus work, talk for writing, together times based on the sharing of high quality texts and rhymes, high quality adult interactions alongside a thoughtfully planned, enabling environment  **Focus Skills:**  **Listening, Attention & Understanding**  Begins to answer simple questions  Listens to simple stories and understands what is happening  Knows some rhymes  **Speaking**  Begins to use a wider range of vocabulary including descriptive language  Uses pronouns (‘me’, ‘him’, ‘she’), not initially correctly  Uses plurals and prepositions (‘in’, ‘on’, ‘under’), not initially correctly |
| **Physical Development**  **Context:**  Action songs, active games, outdoor play and active art invitations, high quality adult interactions , interacting with a thoughtfully planned, enabling environment challenging themselves & taking risks through the use of open ended resources, tools and materials  **Focus Skills:**  **Gross Motor Skills**  Is able to go up steps and stairs, or climb up apparatus, using alternate feet, with increasing independence  Practises moving and balancing with more control  Is 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 support  Introduced 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 | **Personal, Social and Emotional Development**  **Context:**  Starting nursery, getting to know each other, nursery routine, boundaries & expectations,  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 & nursery family tree,mini mindful opportunities in the environment, introduction to emotional literacy, shared experiences, circle time discussions, language & vocabulary focus work, together times based on the sharing of high quality texts , happy mind sessions , affirmation opportunities, high quality adult interactions  **Focus Skills:**  **Self Regulation**  Finds ways of managing transitions, for example from their parent to their key person  Begins 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 self  Expresses 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 toilet  Learns to use the toilet with help  **Building Relationships**  Enjoys playing alongside others  Takes part in pretend play  Develops friendships with other children  Is able to share or take turns with others with adult guidance | **Literacy**  **Context:**  Nursery print, familiar print including labels & logos, high quality texts, early phonics / Little Wandle activities focussing on environmental sounds, instrumental sounds & body percussion, rhythm and rhyme in particular, core book projects , marks for meaning invitations, my special letter, name recogntiton,  time to talk sessions, talk for writing opportunities, shared experiences, language & vocabulary focus work, together times based on the sharing of high quality texts and rhymes, high quality adult interactions alongside a thoughtfully planned, enabling environment.  **Focus Skills:**  **Comprehension**  Enjoys songs and rhymes, tuning in and paying attention.  Says some of the words in songs and rhymes  Copies 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:**  High quality adult interactions alongside a thoughtfully planned, enabling environment, maths in action child led inquiries, using real life maths opportunities, mini projects including ‘Maths is Everywhere’ ‘Number Special to Me’ 1,2,3, Whee! ‘ ,’Christmas’, White Rose & NCETM based together times & focus skill work  **Focus Skills**  **Number**  Explore representing quantities on their fingers  Join in with counting & number rhymes  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  Makes comparisons between objects relating to size, weight and capacity  Understands 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, exploring our names, our favourite things, our families, our special times, celebrations High quality adult interactions alongside a thoughtfully planned, enabling environment , opportunities for hands on child led inquires and nature study, exploring range of high quality texts, together time discussions  **Focus Skills**  **The Natural World**  Uses all their senses in hands-on exploration of natural materials  Talks about what they see, using a wide vocabulary Explores materials with different properities  **People , Culture & Communities**  Makes connections between the features of their family and other families  Continues developing positive attitudes about the differences between people  **Past & Present**  Begins to make sense of their own life-story and family’s history  Listens 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. 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,their favourite things, what they have obsevered, process art invitations,opportunities to explore colour & pattern,, music based together times  **Focus Skills**  **Creating with Materials**  Painting : Identifies and explores colours  Explores 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 observered  Sculpture : Explores malleable media & different materials, using all their senses to investigate them – introduced to playdough & 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 Introduced to core food preparation, food hygiene and cooking skills    **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 rhymes  Explores a range of soundmakers and instruments  and play them in different ways  Makes rhythmical and repetitive sounds  Takes part in simple pretend play, using an object to represent something else even though they are not similar |