

# Nursery Autumn 1: It's Good to be Me

## Curriculum connections

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### English

Learn by heart a number of nursery rhymes such as; 'Heads, shoulders, knees and toes', 'If you're happy and you know it', 'Humpty Dumpty', 'Miss Polly had a Dolly' and 'The Hokey Cokey' as children engage with 'Rhyme of the Week'.

Tune into different sounds: environment, animal, musical instruments.

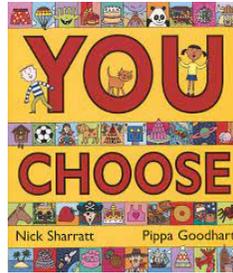
Begin to engage in extended conversations about stories shared at home and in nursery.

Build a rich vocabulary by listening to a variety of books including information texts linked to our Learning Quest topic and special events such as National Recycling Week.

Practicing to use our 'Word of the Week'.

To understand that print has meaning and different functions: books, signs, logos.

Begin to write in a variety of ways through play based experiences: shopping lists, family pictures, name writing.



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### Maths

Begin to sequence key times of the daily routine: morning, lunchtime, afternoon, home time, soon, later.

Begin to understand and use positional language to find resources and help put things away at tidy up time.

To say the counting sequence up to 5 in playful contexts: number rhymes, role play.

Begin to recognise Numicon plates to 5: labels in classroom such as 'four and no more'.

Begin to talk about patterns 'spotty', 'stripey', 'pointy'.

Begin to sort and match objects that look the same: pairs of socks, buttons, natural objects.

Use shapes for different purposes both indoors and outside: construction blocks, den-making materials.

Begin to compare objects based on size, mass and capacity.

Children will be challenged to 'dig deeper' - show what they have learnt in a variety of contexts and situations in different areas of the provision.

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### Understanding the World

Use all their senses to explore natural objects and talk about what they see: leaves, acorns, pine cones.

Begin to understand how we care for our planet and other animals.

Talk about their own families; sharing family photos and memories using 'busy book' home learning.

Talk about how we are different from one another: self portraits, Jigsaw circle time sessions, books.

Learn each other's names: name games, ring games.

Become familiar with the changing of weather and seasons as well as days and months of the year through a daily morning routine.

Begin to explore how things work and the forces they can feel: pegs and board, magnets, stretching elastic bands.

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### Expressive Art and Design

Join in with pretend play: small world, role play, puppet shows, small and large scale construction projects.

Explore different materials to develop own ideas about how to use them and what to make: junk modelling, masking tape, card, newspaper, glue, paper clips.

Draw from their own imagination and what they have seen: real life objects, family, self portraits, famous artists.

Begin to explore colour and colour mixing: paints, crayons, chalk.

Learn to create collaboratively, sharing ideas, resources and skills.

Learn new songs and begin to remember them: sing with whole class, as part of a small group in music area.

Experiment with different percussion instruments to find ways of playing them and to express their feelings and ideas.



# Reception Autumn 1: All About Me

## Curriculum connections

### 0 Personal, Social and Emotional Development

- 0 Learn to manage their own personal hygiene.
- 0 Explore the PSHE unit 'Jigsaw': 'Being Me in My World' which includes; recognising and managing feelings, being kind, understanding how it feels to belong and how to be responsible.
- 0 Begin to recognise kindness and the importance of using 'kind hands' and 'kind words': Act of Kindness Class Recognition Display.
- 0 Play with one or more other children, extending and elaborating ideas.
- 0 Begin to find solutions for resolving conflicts: begin to listen to someone else and agree a compromise.
- 0 Learn to play cooperatively, taking turns with others.
- 0 Begin to follow class rules and routines and understand why they are important e.g. 'Choose it, use it, put it away', 'four and no more'.
- 0 Share how they feel: happy, sad, angry, worried.
- 0 Develop independence: getting dressed, undressed, pouring own drink, using the toilet, washing hands, brushing teeth.



### 0 Physical Development

- 0 Begin to use one handed tools and equipment: scissors, tweezers, hammers, paintbrushes, pencils, knife, fork and spoon.
- 0 Use a comfortable grip with good control to hold a pen or pencil.
- 0 Begin to show a preference for a dominant hand.
- 0 Develop skills when dressing and undressing: doing up zips, putting coat on, buttons, velcro straps on shoes.
- 0 Develop movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing and riding bikes, trikes and scooters and ball skills, through open ended physical activities in the outdoor provision.
- 0 Go up steps and stairs using alternate feet.
- 0 Learn how to engage core muscles to achieve a good posture when sitting at a table: 'sit right in for writing'.
- 0 Learn how to collaborate with others to manage large items: building bricks outdoors, carrying resource boxes at tidy up time.

### 0 Communication and Language

- 0 Understand a question or instruction that has two parts: 'get your coat and line up at the door'.
- 0 Begin to use a wider vocabulary including unfamiliar words, through stories and open ended activities such as 'nocturnal' when talking about night and day animals.
- 0 Sing a favourite nursery rhyme.
- 0 Talk about a familiar story.
- 0 Begin to use longer sentences of four to six words.
- 0 taSrt a conversation with an adult or friend and take turns to listen and speak.



### 0 Spiritual, Moral, Social and Cultural Development

- 0 WC 13 Sept: School Eco Code launch
- 0 WC 20 Sept: National Recycling Week
- 0 WC 27 Sept: Rosh Hashanah
- 0 WC 18 Oct: Diwali