

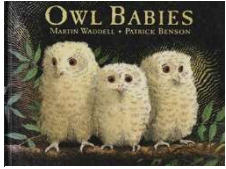











<p>Topic</p>	<p>Autumn 1</p>	<p>My Wonderful Family</p> 
	<p>Objectives</p>	<p>Activities</p>
<p>Key Texts</p> 	<p>Owl Babies</p> <p>Zaza's Baby Brother</p> <p>Goldilocks and the Three Bears</p> 	<p>Owl Babies</p> <ul style="list-style-type: none"> • Building animal homes/shelters – thinking about what they need to keep them warm and safe • Exploring and learning about Owls – feathers, trees, night time, food etc • Exploring Autumn – Autumn leaves and colours, trees and how they change in Autumn, animals in Autumn – hedgehogs, badgers <p>Zaza's Baby Brother</p> <ul style="list-style-type: none"> • Looking after babies – feeding, bathing, sleeping, dressing • What do we know about babies? – crawling, crying, babbling, drinking milk, no teeth • Sharing baby photographs – what did we used to look like? • Talking about family – who is in your family? <p>Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> • Where do you live – what is in your house, what do you like to eat, where do you sleep, etc • Who lives in your home? • Exploring size – Big, medium and small • Making porridge
<p>Trips/Inspire</p>	<p>Home Visits</p>	<ul style="list-style-type: none"> • Teachers to meet children and families in their home environment before starting Nursery.

	<p>Settling in with Parents</p> <p>Staggered Entry</p>	<ul style="list-style-type: none"> • Inviting parents in to help their children to settle into new environment to play and explore with them. • Staggered entry times to help children build positive and trusting relationships with staff, other children and the environment. This will be unique to the child.
<p>Visitors</p> 	<p>First Thing Music – Week 5</p>	<ul style="list-style-type: none"> • Progressive music programme for children to support them in keeping a beat • Supporting early phonological awareness • Supporting confidence in to join in as a group
<p>Personal, Social and Emotional Development</p> 	<p>Show more confidence in new social situations.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Develop their sense of responsibility and membership of a community.</p>	<ul style="list-style-type: none"> • Introduce circle time – getting to know each other – Hello song, sharing stories and learning each other’s names • Introducing class family carpets – Giraffes/elephants – Use soft toy character and a story to help children associate their carpet and class name • Staggered small groups – introduce the children to each other gradually to help build trusting relationships • Circle time – classroom areas, carpet time rules, celebrating each other’s work, pegs and name labels, self-registration, snack area • Introduce Tapestry – share family photos with the rest of the group
<p>Communication and Language</p> 	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Sing a large repertoire of songs.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals.</p>	<ul style="list-style-type: none"> • Parallel play – engaging children through play to increase attention and listening and develop communication • Learning stop signal – hands up • Introducing visual timetable and routine of the day • Daily singing sessions – Nursery rhymes • Introduce Song/Rhyme of the week • Story time daily • Introduce Story of the week • Circle times – taking turns to talk in the group – sharing home and family experiences

<p>Physical Development</p> 	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Be increasingly independent in meeting their own care needs</p>	<ul style="list-style-type: none"> • Write dance – large mark making to different nursery rhymes • Have a range of opportunities available in the provision for large muscle movements – streamers, ribbons, paint, rolls of paper, crayons, chalks • Enabling environment so that children are free to make own choices from a range of resources. Adults support them in making different choices when they are playing. • Circle time – areas and resources – introducing a choosing board for children with photographs of the areas to choose where they want to play and what they are going to do. • Support toileting and hand washing • Introduce own pegs and self-registration, promoting independence
<p>Literacy</p> 	<p>Develop their phonological awareness, spot and suggest rhymes</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<ul style="list-style-type: none"> • Story time – Read stories that include rhyme • Having a wide range of books and print available for children to read independently • Story props available for children to retell stories • First Thing Music Programme – developing awareness of beat, body percussion • Provocations based around stories to aid children’s use of new vocabulary and initiate conversations • A range of writing opportunities available in provision – drawing family homes, making family portraits, writing names of family members. • Singing daily • Self-registration – name recognition • Introducing key texts and 10 Favourite Books
<p>Maths</p> 	<p>Recite numbers past 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<ul style="list-style-type: none"> • Singing number songs – 5 little Ducks, Finger Family Song, Goldilocks and the Three Bears song • Range of loose parts to practise counting in the provision • Writing opportunities to include numbers – shopping, door numbers, etc. • Range of construction available in the provision • Provocations set up to explore number further and encourage discussion and vocabulary • Circle time – talking about how many people live in your house, what’s your door number, how old are you?

	<p>Make comparisons between objects relating to size, length, weight and capacity</p>	<ul style="list-style-type: none"> Looking at size – describing size and comparing – goldilocks
<p>Understanding the World</p> 	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<ul style="list-style-type: none"> Autumn themed provision – leaves, pinecones, pumpkins, squash – natural materials for children to explore Materials – explore with senses how they feel for building cosy den for animals Provocations available to encourage discussion about what they see and aid use of new vocabulary Circle time – talking about families and family members, looking back at baby photos – what has changed, sharing experiences that have happened as a family Circle time – getting to know each other, exploring different languages 'Hello' story.
<p>Expressive Arts and Design</p> 	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p>	<ul style="list-style-type: none"> Home Area – reflection of real homes, familiar objects, real objects, photographs, real food Shopping role play area Small world – dolls house and families, making animal homes / shelters Dolls - washing / changing / real artefacts Natural resources to explore – Autumn themed Drawing self-portraits / family portraits First Thing Music Programme Exploring musical instruments Singing time daily