

## Early Years Foundation Stage My World Nursery Autumn Term 1 2021

	Settle in new children	Settle in new children	The Gingerbread man	So Much	Little Red Riding Hood	Little Red Riding Hood	
<b>Personal, Social and Emotional Development</b>	-Small groups introducing new children - Hello song. -Daily routine, rules and behaviour reminders and praise. -Support children separating from parent/carer	-Small groups introducing new children - Hello song -Daily routine, rules and behaviour reminders and praise -Support children separating from parent/carer	-Get together time/ small groups to develop friendships and talk about feelings -Buddy activity with older children to increase confidence	-Get together time/ small groups to develop friendships and talk about feelings - Introduce feelings wall to support children when learning to recognise emotions	-Get together time/ small groups to develop friendships and talk about feelings -Buddy activity with older children to increase confidence	-Get together time/ small groups to develop friendships and talk about feelings - looking back at first half term - what we can do now and what we have learnt.	
<p><u>The children will be learning to:</u>                      Select and use activities and resources, with help when needed.                      Develop their sense of responsibility and membership of a community.                      Become more outgoing with unfamiliar people, in the safe context of their setting.                      Show more confidence in new social situations.                      Play with one or more other children, extending and elaborating play ideas.                      Find solutions to conflicts and rivalries.</p>				<p>Increasingly follow rules, understanding why they are important.                      Remember rules without needing an adult to remind them.                      Develop appropriate ways of being assertive.                      Talk with others to solve conflicts.                      Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.                      Understand gradually how others might be feeling.</p>			
<b>Communication and Language</b>	Daily L & S Language groups <u>Nursery rhyme:</u> Mary, Mary, quite contrary. Name game, My favourite things.	Daily L & S Language groups <u>Nursery rhyme:</u> Mary, Mary, quite contrary. Name game, My favourite things.	Daily L & S Language groups <u>Nursery rhyme:</u> One, two, three, four, five. Once I catch a fish alive. Setting up Chinese Restaurant role play - use particular vocab to describe setting.	Daily L & S <u>Nursery rhyme:</u> One, two, three, four, five. Once I catch a fish alive. Buddy activity - tell you Buddy one thing you like.	Daily L & S Language groups <u>Nursery rhyme:</u> Polly put the kettle on Setting up little Red Riding Hood Role play- use particular vocab to describe setting.	Daily L & S Language groups <u>Nursery rhyme:</u> Polly put the kettle on Buddy activity	
<p><u>The children will be learning to:</u>                      Enjoy listening to longer stories and can remember much of what happens.                      Pay attention to more than one thing at a time, which can be difficult.                      Use a wider range of vocabulary.                      Understand a question or instruction that has two parts.                      Understand 'why' questions.                      Sing a large repertoire of songs.                      Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>				<p>Develop their communication, but may continue to have problems with irregular tenses and plurals                      Develop their pronunciation                      Use longer sentences of four to six words.                      Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.                      Start a conversation with an adult or a friend and continue it for many turns.                      Use talk to organise themselves and their play.</p>			

<b>Physical Development</b>	Scooters, A frames and climbing apparatus. Painting, Black board activities	Scooters, A frames and climbing apparatus Play dough Gingerbread men. Making puppets.	Scooters, A frames and climbing apparatus Making shakers Writing names on work.	Scooters, A frames and climbing apparatus Lantern making PE with Buddies	Scooters, A frames and climbing apparatus.  Different movements to Granny's cottage	Scooters, A frames and climbing apparatus.  Book making Games with Buddies	
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The children will be learning to:  
 Continue to develop their movement, balancing, riding, and ball skills.  
 Go up steps and stairs, or climb up apparatus, using alternate feet.  
 Skip, hop, stand on one leg and hold a pose for a game.  
 Use large-muscle movements to wave flags and streamers, paint and make marks.  
 Start taking part in some group activities which they make up for themselves, or in teams.  
 Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing physical skills to tasks and activities in the setting.  
 Choose the right resources to carry out their own plan.  
 Collaborate with others to manage large items, such as moving a long plank safely.  
 Use one-handed tools and equipment. Use a comfortable pencil grip with good control.  
 Show a preference for a dominant hand.  
 Be increasingly independent as they get dressed and undressed.

<b>Literacy</b>	<b>Books</b>	Lulu first day by Anna McQuinn	My first day by Leilani Sparrow	The Gingerbread man - different versions	So much by Trish Cooke	Little Red Riding Hood- Heather Amery	Little Red Riding Hood- Jonathan Langley	
<b>Reading</b>		Reading class rules	Self registration - encourage children to use their name cards. Introduce PACT bags.	Self registration - encourage children to use their name cards.	Reading labels around classroom	Reading labels around classroom	Identifying books by looking at front page	
<b>Comprehension</b>		Story groups with starting school books and PSED books.	Story groups with starting school books and PSED books.	Looking at recipes - looking at ingredients and methods	Whoever you are by Mem Fox Handas Surprise	Non fiction books about Autumn	Non fiction books about Autumn	
<b>Writing</b>		Painting and drawing	Initial sounds in names/name writing	Name writing focus	Name writing focus	Writing in role play area	Writing in role play area	

The children will be learning to:  
 Understand the five key concepts about print:  
 • print has meaning  
 • print can have different purposes  
 • we read English text from left to right and from top to bottom  
 • the names of the different parts of a book  
 • page sequencing.

Develop their phonological awareness, so that they can:  
 • spot and suggest rhymes  
 • count or clap syllables in a word  
 • recognise words with the same initial sound  
 Engage in extended conversations about stories, learning new vocabulary.  
 Use some of their print and letter knowledge in their early writing.  
 Write some or all of their name.  
 Write some letters accurately.

<b>Mathematics</b>	Setting up the birthday board - discuss the different numbers of the dates on the board. Discuss the ages in the class.	Self registration - check with counting whole class  Counting dinosaurs and sorting by colour.	Counting teddy bears - sort by colour and size  Portraits - talk about shapes of features	Counting conkers - also in small focus group  Tap tap - look at shapes	Counting leaves - also in small focus group  Patterns in peg board	Numicon and pegs-counting pegs Self registration board- recognising numerals and counting children.	
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The children will be learning to:  
 Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').  
 Recite numbers past 5.  
 Say one number for each item in order: 1,2,3,4,5.  
 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').  
 Show 'finger numbers' up to 5.  
 Link numerals and amounts up to 5.  
 Experiment with their own symbols and marks as well as numerals.  
 Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.

Describe a familiar route.  
 Discuss routes and locations, using words like 'in front of' and 'behind'.  
 Make comparisons between objects relating to size, length, weight and capacity.  
 Select shapes appropriately within play.  
 Combine shapes to make new ones  
 Talk about and identify the patterns around them.  
 Use informal language like 'pointy', 'spotty', 'blobs', etc.  
 Extend and create ABAB patterns.  
 Notice and correct an error in a repeating pattern.  
 Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

<b>Knowledge and Understanding of the World</b>	Animal small world. Chip Shop Setting up Discovery Area Talking about ourselves.	Chip Shop Setting up Discovery Area Bug hotel Visit to Foxham Gardens	Chip Shop Setting up Discovery Area Shape walk in local environment.	Chip Shop Planting in Discovery Area	Chip Shop Looking after Discovery Area Making bird feeders	Chip Shop Looking after Discovery Area	

The children will be learning to:  
 Use all their senses in hands-on exploration of natural materials.  
 Explore collections of materials with similar and/or different properties.  
 Talk about what they see, using a wide vocabulary.  
 Begin to make sense of their own life-story and family's history.  
 Explore how things work.  
 Plant seeds and care for growing plants.  
 Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.  
 Explore and talk about different forces they can feel.  
 Talk about the differences between materials and changes they notice.  
 Continue developing positive attitudes about the differences between people.  
 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

<b>Expressive Arts and Design</b>	Painting and drawing Musical instruments. Singing songs and rhymes.	Making playdough and making gingerbread men. Musical instruments. Singing songs and rhymes.	Portraits using black felt tips Making musical instruments from recycled materials	Leaf printing Musical instruments. Singing songs and rhymes.	Little Red Riding Hood role play and prop making Car rolling . Musical instruments .Singing songs and rhymes.	Little Red Riding Hood role play Drawing families 2D shape pictures Musical instruments. Singing songs and rhymes.	

The children will be learning to:  
 Take part in simple pretend play, using an object to represent something else even though they are not similar.  
 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  
 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  
 Explore different materials freely, to develop their ideas about how to use them and what to make.  
 Develop their own ideas and then decide which materials to use to express them.  
 Join different materials and explore different textures.  
 Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.  
 Use drawing to represent ideas like movement or loud noises.  
 Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  
 Explore colour and colour mixing.  
 Listen with increased attention to sounds.  
 Respond to what they have heard, expressing their thoughts and feelings.  
 Remember and sing entire songs.  
 Sing the pitch of a tone sung by another person ('pitch match').  
 Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  
 Create their own songs or improvise a song around one they know

Music sessions with Ben and Dance sessions with Jess.

