

# Nursery Planning Autumn 1

## Overall Theme: All About Me



### Possible lines of enquiry:

- Settling in/ Starting Nursery
- Colour
- Feelings
- Family and community
- Autumn

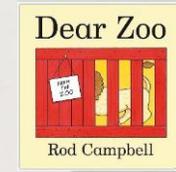
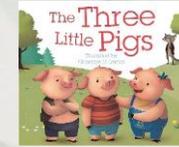
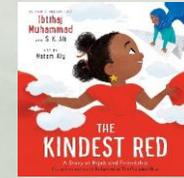
### Characteristics of Effective Learning

**Playing and exploring** – children investigate and experience things, and 'have a go'

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

## Favourite 5 books



### Communication and Language

Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities

Focusing on an activity of my own choice for a short period of time.

Beginning to show attention to the adults in my setting.

Points to objects upon request.

Beginning to join in with adult guided activities with support from an adult. Follows one key word instructions.

Recognises and points to objects that are spoken to me. Understands 1 key word instructions e.g. stop, drink.

Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs.

### Personal, Social and Emotional Development

I can express when I feel happy, sad, tired or upset. I can find out about emotions through stories and discussions. I can take turns with other children with adult support. I can explore the classroom with adult support. I can use the toilet with adult support. I can take turns with other children with support from the adults in my setting. I can separate from my parent/caregiver with adult support.

### Play

At Sharples Primary School we understand that children learn best when they are interested, motivated and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our Nursery setting has an underlying ethos of 'Learning through play'.

### Physical Development

Walk and crawl confidently. Climb using two feet at a time. Knowing how to scoop and pour e.g. sand, mud. To run around the setting with some control and direction. Clapping and stamping to music. Children using a palm grip when using mark making tools. Children using a spoon to feed themselves correctly. Children using spring loaded scissors to make snips into paper with adult support.

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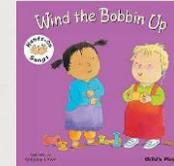
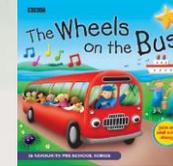
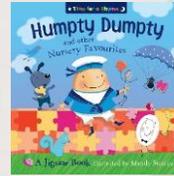
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### Literacy

Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone. Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos. Hear environmental sounds (Aspect 1). Develop an interest in making marks. I am beginning to distinguish between marks and pictures/drawings.

## Nursery Rhymes



### Mathematics

Make comparisons between objects relating to size. Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small' Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat. 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 Show 'finger numbers' up to 5.

### Understanding the World

Children using words 'now' and 'next'. Children talking about their family, who they live with and any pets. Children talking about their families. Children talking about who is special to them and why. Children naming their family members. Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring their world and environment through their senses.

### Expressive Arts and Design

Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment. Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the small world and role play areas, children roleplaying their first-hand experiences.

*Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.*