

I wonder... What makes me wonderful?

Autumn Term

What should I know from prior learning?

Children will have now entered Nursery and slowly be learning to settle into their new routines. Some children will have been to a previous setting.

Subjects & Knowledge Covered

Understanding The World: Geography History

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to make sense of their own life-story and family's history. Show interest in different occupations.

Continue developing positive attitudes about the differences between people.

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Expressive Arts & Design

Children will begin their art journey by experimenting using different media and materials. They will begin to use paint brushes to make simple strokes. They will create self-portraits and family photos using pencils and pens. Children will learn how to use simple equipment safely and for a purpose - such as glue, scissors tape etc.

Physical Development

Children will be introduced to a range of physical activities and resources outside. They will begin dough disco sessions and learn how to strengthen their fingers. Opportunities for gross motor development will be outdoors with more opportunities for fine motor development being inside within the classroom.

Literacy

Children will be introduced to a range of mark making materials, such as – pens, crayons, paint and pencils. Children will be encouraged to begin to make simple shapes and look at drawing their own face (using some shapes for features). Children will be introduced to a wide range of books – The Colour Monster, Goats first day at school and You Choose. Children will learn how to follow a story and begin to answer simple questions about what they have heard.

What Will I Learn?

In this unit children will learn more about themselves and who they are as a unique individual. They will celebrate themselves, their family and what is special about their life. They will also touch upon where they live, places they like to visit (or even where their family come from if not the UK). Children will look at celebrations that are important to them and learn how they celebrate such events.



PSED
(See

skills

progression/checkpoint document below)

Communication & Language

(See skills progression/checkpoint document below)

Maths

(See nursery long term maths plan)

Key Vocabulary

Family

Share

World

Celebrate

Key Questions

- Who lives in my family?
- Are all families the same?
- What do I look like?
- Where do I live?
- What do I celebrate?
- How can I celebrate?

Hooks & Experiences

- Sharing of family photos
- Baby visit
- Initial stay & play
- Christmas workshop
- Planning a birthday party for the class bear



| Area of Learning | Baseline Expectations | End Autumn |
|------------------|---|---|
| PSED | <ul style="list-style-type: none"> Start to enjoy the company of other children and want to play with them. Sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and mine. Can settle to some activities for a while. | <ul style="list-style-type: none"> Begin to select and use activities and resources with help. Begin to have a sense of responsibility such as fetching milk cartons. Begin to look and adapt behaviour in new social situations. Will begin to understand about conflicts but will need help to manage this. |
| PD | <ul style="list-style-type: none"> Jumps with both feet together. Kicks & throws a large ball. Builds small tower. Makes big marks with pens, brushes & pencils. Makes snips with whole-hand scissors. Uses toilet & washes hands with support <p>Helps with dressing.</p> | <ul style="list-style-type: none"> Rides a trike, pushing with feet. Lifts one foot from floor momentarily. Makes smaller lines & circular marks. Makes snips with support scissors. Puts on own coat. |
| C&L | <ul style="list-style-type: none"> Beginning to shift from one task to another if you get their attention. Can be easily distracted. Asks questions, such as the names of people and objects and understand and answer questions using 'what', 'who' and 'where'? Have clearer speech, although they will still have some immaturities (most people who know them can understand them) Uses around 300 words including descriptive language, time, space and function words. (Now, later, over there, sponge is for washing, jumping). Also uses pronouns (not always accurately), plurals and prepositions. Uses 4-5 words together. Follow instructions with three key words like: "Can you wash dolly's face?" Uses the sounds p, b, m, w, k, g, t and d when they talk. | <ul style="list-style-type: none"> Can shift from one task to another if you fully obtain their attention. Use up to six words – "I want to play with cars". Understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers. Answer questions about a simple picture story book. Joins in with others and talks to other children as well as adults. Likes to have conversations, even if jumping from topic to topic. |
| Lit - R | <ul style="list-style-type: none"> Begins to join in with songs and rhymes Says some of the words in songs and says rhymes Enjoy sharing books with an adult | <ul style="list-style-type: none"> Pays attention and responds to the pictures or the words Repeat words and phrases from familiar stories Have favourite books and seeks them out to share. |
| Lit - W | <ul style="list-style-type: none"> Children enjoy drawing freely and may represent marks using scribbles, lines, or circles. They may add some marks to their drawing and give meaning eg 'this says mummy'. | <ul style="list-style-type: none"> Children are able to copy lines, circles and simple written patterns. They may begin to add more details to their illustrations and look more symbolic to their intended idea. Children will continue to explore using marks to communicate meaning eg adding their own meaning 'this say....' |
| Maths | <ul style="list-style-type: none"> Children are beginning to use some number names spontaneously within their play. Children are beginning to recognise simple pattern. Children use simple language relating to shape and spatial awareness. | <ul style="list-style-type: none"> Children are beginning to recite numbers up to 5. Children are able to pick out 1 or 2 items from a larger amount. Children are able to notice and comment on real life mathematical problems (Bob has got 1 apple; Sam has got 2... Sam has got more). Children are able to recognise shape within the environment and begin to notice how they can be combined. |