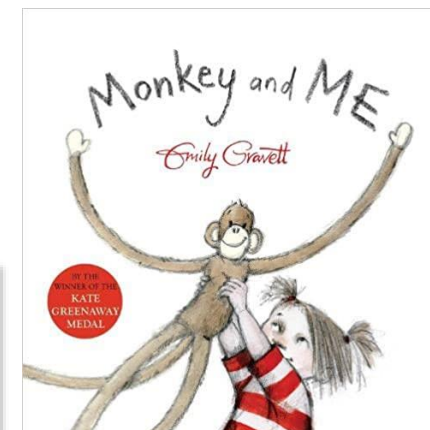
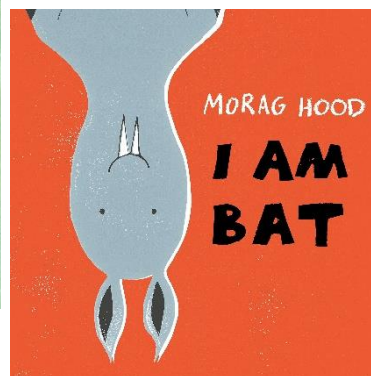
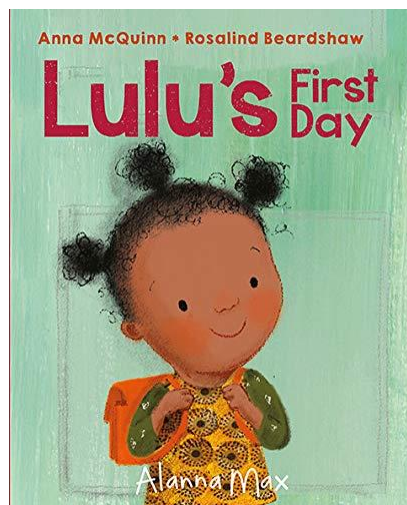
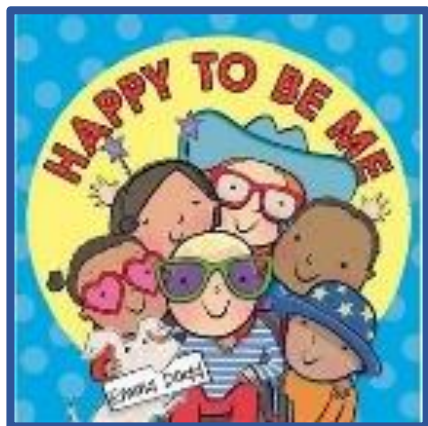


Nursery

Autumn 1

New EYFS Framework 2022

All about me/Family



Prime areas of learning			
Communication & language	Personal, social and emotional development	Physical development	
<p>Children learn to:</p> <p>Listening, Attention & Understanding:</p> <ul style="list-style-type: none"> Enjoy listening to stories and begin to remember some key events. Pay attention to one thing at a time across the day. Follow an instruction with one part. <p>Understand simple questions - 'who', 'what' and 'where.'</p> <ul style="list-style-type: none"> Begin to understand some 'why' questions related to own experiences. <p>Speaking:</p> <ul style="list-style-type: none"> Begin to use a wider range of vocabulary e.g. linked to daily routine or theme. Begin to learn new rhymes / songs and develop a repertoire Continue to develop use of different tenses, not always correct Begin to use longer sentence of 4/5 words Begin to use talk to organise selves / play 	<p>Children learn to:</p> <p>Self-Regulation:</p> <p>Begin to show 'effortful control'</p> <ul style="list-style-type: none"> Begin to talk about their feelings using words like 'happy', 'sad' <p>With support, begin to find solutions to some conflicts e.g. sharing resources and turn-taking.</p> <p>Managing Self:</p> <ul style="list-style-type: none"> Begin to select and use activities and resources, with help when needed <p>Begin to show interest in a range of experiences, indoors and outdoors</p> <ul style="list-style-type: none"> Begin to (with support) follow classroom routines and rules Begin to develop independence within self-care routines <p>Building Relationships:</p> <ul style="list-style-type: none"> Begin to play with one or more other children Begin to see themselves as part of a community – nursery class 	<p>Children learn to:</p> <p>Gross Motor:</p> <ul style="list-style-type: none"> Continue to develop movement skills – walking, running & jumping. <p>Continue to develop climbing skills e.g. stairs & climbing frame.</p> <ul style="list-style-type: none"> Continue to develop balancing skills – at low level, walking up/down a ramp, standing still, and standing on one leg. Continue to develop riding skills – scooter / trike / balance bike Continue to develop ball skills – rolling Begin to use large-muscle movements to wave flags and streamers, paint and make marks. Begin to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. <p>Fine Motor:</p> <ul style="list-style-type: none"> Learn to use the toilet with help, developing independence Begin to show a preference for a dominant hand Begin to learn to use a knife and fork Begin to get dressed independently for outdoor play Use some one-handed tools and equipment e.g. jugs for pouring Begin to hold a pencil with a comfortable grip 	
Specific areas of learning			
Literacy (including Phonics)	Mathematics	Understanding the world	Expressive arts and design
<p>Children learn to:</p> <p>Phase 1 phonics /Reading:</p> <p>Joins in with P1 activities, aspects 1 to 6: □ Distinguish between different sounds: Environmental Sounds, Instrumental Sounds & Body Percussion □ Enjoy and join in with rhymes and songs, tuning in and paying attention □ Begin to hear initial sounds in name during alliteration activities □ Explore different vocal sounds</p> <ul style="list-style-type: none"> Enjoy sharing a book with an adult Begin to understand some of the five key concepts about print: □ handle books carefully & correctly □ name some book parts □ read name with visual prompt <p>Writing:</p> <ul style="list-style-type: none"> Make marks on picture to represent name Add some marks to their drawings, which they give meaning to. 	<p>Children learn to:</p> <p>Numerical pattern and Number:</p> <ul style="list-style-type: none"> Begin to say one number for each item to 3 using rhymes, songs and props and through play. Begin to recite numbers to 5 in the correct order. Explore 1:1 correspondence through free exploration. Begin to use fingers to represent numbers Sort and match objects accordingly e.g. patterns, colour etc. <p>Shape, Space & Measure:</p> <ul style="list-style-type: none"> Begin to copy and continue a pattern – ABAB, including actions, body percussion, objects Begin to compare quantities using language more / less Begin to select shapes appropriately for tasks e.g. within the environment, manipulate/turn shapes. Begin to talk about shapes and patterns e.g. round, pointy, spotty, stripy 	<p>Children learn to:</p> <p>Past & Present:</p> <p>Begin to make sense of their own life history e.g. explore family history</p> <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> Begin to notice differences between people e.g. babies/children/adults and their similarities or differences. <p>Natural World:</p> <ul style="list-style-type: none"> Begin to use some of their senses in hands on exploration of natural materials Talk about what they see, beginning to use a wider vocabulary <p>Explore how things can work e.g. toys within Nursery or the home, Christmas decorations or party objects.</p>	<p>Children learn to:</p> <p>Being Creative:</p> <p>Explore different materials and textures e.g. free exploration/intro to joining using glue.</p> <ul style="list-style-type: none"> Create lines & circles using a range of media. Create enclosed shapes to represent self e.g. body & face using a range of media. Begin to add more detail to their drawings Begin to explore colour through free exploration, self-portraits and Autumn/Christmas tasks. <p>Being Imaginative:</p> <ul style="list-style-type: none"> Begin to take part in pretend play e.g. imitate home experiences, life experiences. Begin to create own small world scenes linked to interests. Listen with increased attention to sounds

<ul style="list-style-type: none"> ▪ Begin to attempt to write name with some recognisable letters e.g. first letter of name <p>To begin to understand that own marks represent meaning e.g. points to marks, talks about marks made, label marks.</p>	<ul style="list-style-type: none"> ▪ Compare objects using appropriate vocabulary according to size – big/bigger / little / small/ smaller. <p>Understand positional language within the daily routine e.g. in, on, under.</p> <p>Begin to understand the language of time within the daily routine e.g. next, later, after.</p>	<ul style="list-style-type: none"> ▪ Begin to understand the need to respect and care for the natural environment e.g. Nursery outdoor learning space (transition) 	<ul style="list-style-type: none"> ▪ Sing and remember some simple rhymes and songs. ▪ Play instruments with increasing control e.g. free exploration. ▪ Make movements to music.
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Characteristics of effective learning

<p>Play and exploring</p> <p>Children learn to:</p> <ul style="list-style-type: none"> □ Explore different resources and materials □ Begin to make independent choices □ Follow their own interests □ Respond to new experiences 	<p>Active learning</p> <p>Children learn to:</p> <ul style="list-style-type: none"> □ Participate in routines □ Develop a range of strategies to reach a goal □ Begin to correct their mistakes □ Begin to keep on trying when things are getting difficult 	<p>Creating and thinking critically</p> <p>Children learn to:</p> <ul style="list-style-type: none"> □ Take part in pretend play □ Sort materials □ Begin to feel more confident developing their own ideas □ Begin to concentrate on achieving something that is important
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Prime areas of learning		
Communication & language	Personal, social and emotional development	Physical development
<ul style="list-style-type: none"> • Circle times : talking about me, my family, my imagination • Quality read-a-loud with props. Opportunities planned for children to <input type="checkbox"/> Listen to story for pleasure <input type="checkbox"/> Answer questions, recalling events e.g. What did the children smell? Who sat in the lap? <input type="checkbox"/> Look carefully at illustrations, making comments, predicting what might happen, developing deeper understanding through questioning e.g. Is the dog happy having a nap? How do we know? <input type="checkbox"/> Predict sentence endings <input type="checkbox"/> Fill in missing words <input type="checkbox"/> Explore and use new vocabulary – smile / giggle / wiggle / touch / hold / ideas / tears • Singing songs in a group • Modelling speech in discussions • Questions using ‘who what and where’ in child led discussions • Questions about different rhymes and stories • Ring games using one instructions i.e <input type="checkbox"/> What’s in the Bag. A Bag is passed around the circle to music. When the music stops the child holding the bag pulls out an object. They can keep the object if, they can name it and say which part of their body they would use to e.g. cup /drum / shoe. Children are encouraged to use simple sentences e.g. It is a drum. • Talking about the routine daily, emphasising the language of ‘next, afternoon, morning, later’ etc. 	<ul style="list-style-type: none"> • Friendship web • Registering feelings • Reading ‘colour monster’ and discussion • Going over visual timetables • Creating the class charter • Learning the visuals for good carpet behaviour • Talking about our rights • Key Person group time: <input type="checkbox"/> Getting to know one another/Hello songs /All About Me box /sharing family photographs /sharing favourite toy / activity / singing favourite rhymes and songs • Snack Time - establishing routines and developing independence <input type="checkbox"/> Wow Moments - sharing and celebrating achievements across the day • Circle games – Getting to know one another beyond Key Person group and developing turn taking skills: <input type="checkbox"/> Pass the Teddy. A teddy is passed around the circle as the children sing, ‘Pass the Teddy Round and Round’. When the singing stops, the child who has the teddy says, ‘I have the teddy’ and everyone says, ‘... has the teddy’ <input type="checkbox"/> My Name Is.... Child says their name and asks to swap places with another child ‘My name is ... and I want to swap places with’ • Miming Emotions – happy and sad: <input type="checkbox"/> Mood Stars. Children move to music. When the music stops, the children have to stand as still as they can and copy the emotion on the chosen star, saying, ‘I am feeling ’ • My Feelings: <input type="checkbox"/> Sing - If You’re Happy and You Know it <input type="checkbox"/> Dance to different music. Who feels happy / sad? Children go and stand next to the right emotion <input type="checkbox"/> Listen to different music. How does the music make the children feel? Can they make the right emotion? <input type="checkbox"/> Introduce Happy Bear and Sad Bear for the children to share their feelings with <input type="checkbox"/> Create a Happy Wall – photographs of children doing their favourite activity in nursery 	<ul style="list-style-type: none"> • Making a big flag and going on a flag parade to wave them • Modelling of how to use equipment in the different areas of learning • Climbing and balancing: <input type="checkbox"/> Travelling different ways to complete an obstacle course • Finding different ways to travel across a low level plank <input type="checkbox"/> Making own obstacle course • Travelling: <input type="checkbox"/> Parachute Game 1 – Swapping places with a friend – I want to swap place with Finding different ways to travel under the canopy <input type="checkbox"/> Parachute Game 2 – Agreeing different ways to travel into the centre when a characteristic is called out e.g. Walk into the middle if you have brown hair / black shoes ... • Hide and Seek • Moving: <input type="checkbox"/> Simon Says/Musical Statues/Follow My Leader <input type="checkbox"/> Teddy Bear Dance – children bring in their teddy and follow a set of instructions to music. • Ball skills: <input type="checkbox"/> Roll the ball and chase it <input type="checkbox"/> Roll the ball to a friend <input type="checkbox"/> Roll the ball across a circle to a named friend <input type="checkbox"/> Roll the ball through eachother’s legs • Building: <input type="checkbox"/> Make a den <input type="checkbox"/> With support create own obstacle course <input type="checkbox"/> Build a tower. Who can build the tallest? • Making a birthday cake: using different media to pour, stir, mix ... e.g, in mud kitchen, sand pit • Mud / water painting: On different surfaces <input type="checkbox"/> lines (top to bottom) <input type="checkbox"/> circles (anti clockwise)<input type="checkbox"/> faces <input type="checkbox"/> bodies
Specific areas of learning		

Literacy (including Phonics)	Mathematics	Understanding the world	Expressive arts and design
<ul style="list-style-type: none"> • Tuning into sounds: sound walk, honey bear etc. • Song spoons • Music sessions – guess the instrument • Finding your name card in the morning – self registration • •Phase 1 Phonics - see separate planning • Text hook: □ Happy to be Me – Teacher box (see below literacy week one plans) * Opportunity for children to activate prior knowledge ** Planned reading / writing opportunities • Concepts about Print (shared read): Practitioner modelling being a reader □ handling books carefully □ orientating books the right way up to look at the ‘front cover □ turning the book over to look at the ‘back cover’ □ identifying and talking about the illustrations on the front / back cover / on pages □ reading the title □ turning pages carefully one at a time □ making mistakes for the children to correct • Book Share: Practitioners encouraging children to □ look at books in the Book Area and across provision, developing knowledge around Concepts about Print / stories □ be part of the reading process e.g. turning the pages / predicting what might happen next / answering questions on key events ** Also see CL – developing comprehension skills • Name Reading / writing: □ Name with prompt around provision e.g. coat peg / water bottle □ Self-Registration □ Good Morning Game: Children sing Good Morning song and when it is their turn they find their name in the centre of the group □ I Spy with My Little Eye I Can See the Name child has to find their name □ Tracing over and copying first letter of name using different media (starting large) □ Labelling work with name card / attempting to write name • Mark Making / Early Writing: □ Drawing self in nursery and labelling □ Drawing family and labelling □ Making and writing a birthday card for class teddy * Ascribing meaning to marks 	<ul style="list-style-type: none"> • Number rhymes with actions / props / showing numbers on fingers: □ One Finger, One Thumb □ Two Little Feet □ Two Little Hands □ Two Little Eyes to Look Around □ Show Me Five Fingers • Sorting / matching, naming each group and identifying which group has got more / less: □ Clothes that are the same e.g. socks / gloves / hats ... □ Pairs of socks on the washing line □ Dressing dolls / teddies in the same clothes □ Birthday presents in the same wrapping paper • Finding the odd one out, themed objects in a treasure basket: □ Gloves □ Socks □ Sun glasses □ Fruit • Copying a pattern (A B A B A): □ Objects of interest □ Body percussion e.g. clap, stamp, clap, stamp □ Voice sounds e.g. ssh pop ssh pop □ Body prints • Continuing a pattern (A B A B A): □ Loose parts □ Collected natural resources from sensory walk • Counting (1-1- correspondence): □ Party time – giving each friend a hat and a party bag □ Dressing up – giving each friend a hat, bag, glasses 	<ul style="list-style-type: none"> • Looking at ‘what is similar?’ and ‘what is different?’ between two friends • Ice melting activities – trapping figures and toys in ice, how can we free them? • My body, naming body parts through rhymes / songs with actions. <ul style="list-style-type: none"> ▪ Learning how my body moves, through rhymes / songs: □ Everybody Do This □ Clap Your Hands □ Wiggle My Fingers □ Put Your Finger on Your Knee • Looking after me: ■ Stories □ I Don’t Want to Wash My Hands □ Why Should I Brush My Teeth ■ Songs / rhymes □ This is the way we wash our hands / brush our teeth song • People Who Help Us (occupations): ■ Stories □ I Want to be a Dr □ Clive the Nurse □ We’re Going to the Dentist ■ Nurse / dentist visit ■ Videos • My history - Baby visit / video clip: □ What does the baby look like? □ What can the baby do? □ When I was a baby – photograph □ Sharing favourite baby toy • My Family: □ Share photographs, naming family members □ Compare – same / different • Birthday time (celebrations): □ Watching a video of a birthday party □ Sharing photographs □ Themed Role Play 	<ul style="list-style-type: none"> • Printing: □ Finger / hand / foot □ Making abstract patterns with objects of different sizes that make lines and circles □ Party hat with repeating pattern ABAB • Drawing lines and enclosed shapes: Using fingers to paint □ Lines in different colours, top to bottom / left to right □ Circles (anti-clockwise) • •Self-portrait, my body: □ Drawing around each other with coloured water / chunky chalks □ Painting self using different coloured paint and sized paint brushes • Self-portrait, my face: □ Transient art with loose parts / natural resources □ Playdough image using cutters and open-ended resources □ Painting happy / sad faces • Label with name • Music: □ Dance to music from different cultures □ Explore and listen to the sounds of two different instruments □ Sing songs and rhymes linked to the theme – see CL / UW

Book area	Water area	Role play area	Water	Small world
Malleable area	Sand area	Construction area	Sand	Construction
Writing area	Maths area	Creative area	Writing/mark making/creative	Role play
Funky fingers/name writing station	Small world area		Gross motor	