

Nursery

Autumn 2

New EYFS Framework 2021

Traditional Tales

Prime areas of learning			
Communication & language		Personal, social and emotional development	Physical development
<p>Children learn to:</p> <p><b>Listening, Attention &amp; Understanding:</b></p> <p>Understand simple questions - ‘who’, ‘what’ and ‘where.’</p> <ul style="list-style-type: none"><li>▪ Enjoy listening to stories and begin to remember much of what happens.</li><li>▪ Pay attention to one thing at a time across the day.</li><li>▪ Follow an instruction with one part.</li><li>▪ Begin to understand some ‘why’ questions related to own experiences.</li></ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"><li>▪ Begin to use a wider range of vocabulary, linked to daily routine or theme.</li><li>▪ Begin to learn new rhymes / songs and develop a repertoire.</li><li>▪ Continue to develop use of different tenses, not always correct.</li><li>▪ Begin to use longer sentence of 4/5 words.</li></ul> <p>Begin to talk about a familiar book on a 1-1 basis.</p> <ul style="list-style-type: none"><li>▪ Begin to use talk to organise selves / play.</li></ul> <p>Start a conversation with an adult/friend.</p>		<p>Children learn to:</p> <p><b>Self-Regulation:</b></p> <ul style="list-style-type: none"><li>▪Show ‘effortful control’</li><li>▪ Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”</li><li>▪Begin to show awareness of how others might be feeling</li><li>▪ Begin to recognise that some actions can hurt the feelings of others</li><li>▪With support begin to find solutions to some conflicts</li></ul> <p><b>Managing self:</b></p> <ul style="list-style-type: none"><li>▪ Begin to (with support) follow classroom routines &amp; rules</li><li>▪ Begin to develop independence within self-care routines</li><li>▪Show interest in a range of experiences, indoors and outdoors</li></ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"><li>▪ Begin to play with one or more other children</li><li>▪ Begin to see themselves as part of a community e.g. nursery class</li></ul>	<p>Children learn to:</p> <p><b>Gross Motor:</b></p> <ul style="list-style-type: none"><li>▪ Continue to develop movement skills – walking, running &amp; jumping.</li></ul> <p>Continue to develop climbing skills e.g. stairs/climbing frame.</p> <ul style="list-style-type: none"><li>▪ Continue to develop balancing skills e.g. at low level, standing still, standing on one leg, walking up/down a ramp.</li></ul> <p>Begin to learn how to hop.</p> <ul style="list-style-type: none"><li>▪ Continue to develop riding skills – scooter / trike / balance bike</li><li>▪ Continue to develop ball skills – kicking</li><li>▪ Begin to use large-muscle movements to wave flags and streamers, paint and make marks.</li></ul> <p><b>Fine Motor:</b></p> <p>Learn to use the toilet with greater independence.</p> <ul style="list-style-type: none"><li>▪ Show a preference for a dominant hand</li></ul> <p>Begin to learn to use a knife and fork</p> <p>Begin to get dressed independently for outdoor play</p> <ul style="list-style-type: none"><li>▪ Use some one-handed tools and equipment e.g. jugs for pouring</li><li>▪ Begin to hold a pencil with a comfortable grip</li></ul>
Specific areas of learning			
Literacy (including Phonics)	Mathematics	Understanding the world	Expressive arts and design
<p>Children learn to:</p> <p><b>Phase 1 Phonics /Reading:</b></p> <ul style="list-style-type: none"><li>▪ Joins in with P1 activities, aspects 1 to 6</li><li>▪ Enjoy sharing a book with an adult</li><li>▪ Begin to understand some of the five key concepts about print: □ handle books carefully &amp; correctly □ name some book parts</li><li>▪ Begin to read own name with visual support</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>▪ Make marks on picture to represent name</li><li>▪ Add some marks to their drawings, which they give meaning to.</li><li>▪ Begin to attempt to write name with some recognisable letters e.g. first letter of name</li><li>▪ To begin to understand that own marks represent meaning e.g. Point to marks, Talk about made marks, Label marks.</li></ul>	<p>Children learn to:</p> <p><b>Numerical Pattern &amp; Number:</b></p> <ul style="list-style-type: none"><li>▪ Begin to compare quantities ... group, lots, more, same, less</li><li>▪ Notice, identify and talk about patterns around them</li></ul> <p>e.g Clothing Autumn</p> <ul style="list-style-type: none"><li>▪ Begin to copy and talk about a pattern e.g. ABAB</li><li>▪ Begin to recite numbers to 5 in correct order</li><li>▪ Explore 1:1 correspondence</li><li>▪ Begin to say one number for each item to 3</li></ul> <p><b>Shape, Space &amp; Measure:</b></p> <ul style="list-style-type: none"><li>▪ Begin to select shapes for appropriate tasks</li><li>▪ Make comparisons between objects using appropriate vocabulary</li></ul> <p>e.g. Size ... big / small / bigger / smaller</p> <ul style="list-style-type: none"><li>▪ Understand positional language within daily routine ... in / on / under</li></ul>	<p>Children learn to:</p> <p><b>Past and Present:</b></p> <ul style="list-style-type: none"><li>▪Begin to make sense of their own life history (birthdays and Christmas)</li></ul> <p><b>People, Culture &amp; Communities:</b></p> <ul style="list-style-type: none"><li>▪Begin to show an interest in different occupations (through PSHE, RE &amp; UTW foci).</li><li>▪Notice differences between people (Diversity work, PSHE &amp; RE).</li></ul> <p><b>Natural World:</b></p> <ul style="list-style-type: none"><li>▪Begin to use some senses in hands on exploration of natural materials.</li><li>▪Begin to explore collections of materials with similar and/or different properties. E.g. Autumn/Winter nature objects.</li><li>▪Talk about what they see, beginning to use a wider vocabulary.</li><li>▪Explore how things work.</li><li>▪Begin to explore and talk about different forces they can feel.</li><li>▪Begin to understand the need to respect and care for the natural environment.</li></ul>	<p>Children learn to:</p> <p><b>Being Creative:</b></p> <ul style="list-style-type: none"><li>▪Begin to explore different materials and textures</li><li>▪ Create lines, circles,</li><li>▪Create enclosed shapes to represent self (range of media)</li><li>▪Begin to explore colour</li><li>▪Explore printing ... printing / down / up / still</li></ul> <p><b>Being Imaginative:</b></p> <ul style="list-style-type: none"><li>▪Begin to take part in pretend play</li><li>▪Begin to create own small world scenes linked to interests</li><li>▪Begin to create simple stories using small world</li><li>▪Listen with increased attention to sounds</li><li>▪Sing and remember some simple rhymes and songs</li><li>▪Play instruments with increasing control</li></ul>

	▪ Begin to understand the language of time within the daily routine ... next, later, after		
<b>Characteristics of effective learning</b>			
<b>Play and exploring</b> Children learn to: <input type="checkbox"/> Explore different resources and materials <input type="checkbox"/> Begin to make independent choices <input type="checkbox"/> Follow their own interests <input type="checkbox"/> Respond to new experiences	<b>Active learning</b> Children learn to: <input type="checkbox"/> Participate in routines <input type="checkbox"/> Develop a range of strategies to reach a goal <input type="checkbox"/> Begin to correct their mistakes <input type="checkbox"/> Begin to keep on trying when things are getting difficult	<b>Creating and thinking critically</b> Children learn to: <input type="checkbox"/> Take part in pretend play <input type="checkbox"/> Sort materials <input type="checkbox"/> Begin to feel more confident developing their own ideas <input type="checkbox"/> Begin to concentrate on achieving something that is important	

Prime areas of learning		
Communication & language	Personal, social and emotional development	Physical development
<ul style="list-style-type: none"> <li>• Circle times : talking about me, celebrations (Diwali, Bonfire Night, Remembrance Day, Christmas)</li> <li>• 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 <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 linked to Fiction text and celebrations.</li> <li>• Singing songs in a group</li> <li>• Modelling speech in discussions</li> <li>• Questions using ‘who what and where’ in child led discussions</li> <li>• Questions about different rhymes and stories</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship web</li> <li>• Registering feelings</li> <li>• Reading ‘colour monster’ and discussion</li> <li>• Going over visual timetables</li> <li>• Key Person group time: <input type="checkbox"/> Talk about personal celebrations within the family</li> <li>• Snack Time - establishing routines and developing independence <input type="checkbox"/> Wow Moments - sharing and celebrating achievements across the day</li> <li>• 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 ....’</li> <li>• 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 ....’</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Climbing and balancing: <input type="checkbox"/> Travelling different ways to complete an obstacle course (Sports Coach sessions)</li> <li>• Finding different ways to travel across a low level plank <input type="checkbox"/> Making own obstacle course (Sports Coach sessions)</li> <li>• 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 ...</li> <li>• Moving: <input type="checkbox"/> Follow My Leader <input type="checkbox"/> Teddy Bear Dance – children bring in their teddy and follow a set of instructions to music.</li> <li>• 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</li> <li>• Building: <input type="checkbox"/> Make a cave, stable <input type="checkbox"/> With support create own obstacle course <input type="checkbox"/> Build a tower. Who can build the tallest?</li> <li>• Cutting skills – Make a menorah, Christmas decorations,</li> </ul>

<p>encouraged to use simple sentences e.g. It is a drum.</p> <ul style="list-style-type: none"><li>Talking about the routine daily, emphasising the language of ‘next, afternoon, morning, later’ etc.</li></ul>	<p>to share their feelings with ☐ Create a Happy Wall – photographs of children doing their favourite activity in nursery</p>	<ul style="list-style-type: none"><li>▪Making diva lamps, mince pies: using different media to pour, stir, mix ... e.g, in mud kitchen, sand pit, playdough area</li><li>▪Mud / water painting: On different surfaces ☐lines (top to bottom) ☐ circles (anti clockwise)☐ rangoli patterns, firework pictures</li></ul>	
Specific areas of learning			
Literacy (including Phonics)	Mathematics	Understanding the world	Expressive arts and design
<ul style="list-style-type: none"><li>Tuning into sounds: sound walk, etc.</li><li>Song spoons</li><li>Music sessions – guess the instrument</li><li>Finding your name card in the morning – self registration</li><li>▪Phase 1 Phonics - see separate planning</li><li>Text hook: ☐ We’re going on a bear hunt – Bear prints in the nursery (see below literacy week one plans) * Opportunity for children to activate prior knowledge ** Planned reading / writing opportunities</li><li>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</li><li>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</li><li>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</li><li>Mark Making / Early Writing: ☐ Draw and label a bear. Draw different settings. Drawing firework pictures, poppies, rangoli patterns ☐ Making and writing Christmas cards, gift tags,</li></ul>	<ul style="list-style-type: none"><li>Comparing amounts- focused around Christmas. Comparing Christmas trees with different amounts of decorations on.</li><li>Number songs. – 5 fat fireworks,</li><li>Selecting correct named shape- Rangoli patterns with gummed shapes,</li><li>Explore 1:1 correspondence- counting decorations onto a Christmas tree, counting presents in Father Christmas’s sack.</li><li>Make comparisons between objects using appropriate vocabulary e.g. Size ... big / small / bigger / smaller - putting the bears in size order during Going on a Bear Hunt.</li></ul>	<ul style="list-style-type: none"><li>Christmas circle time. How do your family celebrate?</li><li>Looking at different occupations through stories, videos, props.</li><li>Collecting natural materials from outside and bringing them in to explore in a circle time, tuff tray etc.</li><li>Collect autumn items (leaves, conkers, acorns, pine cones, twigs etc.) explore and talk about them.</li><li>Exploring Christmas decorations, toys and objects. Put the tree up together and talk about how things work e.g how do we hang baubles on the tree? How do the lights work?</li><li>Outdoor session – talking about respect for the natural environment. Do we pull leaves off the trees? Stamp on flowers etc?</li></ul>	<ul style="list-style-type: none"><li>Printing: ☐ Finger / hand / foot ☐ Firework paintings, Hanukkah menorah lamps, Christmas decorations ☐ Party hat with repeating pattern ABAB</li><li>Drawing lines and enclosed shapes: Using fingers to paint ☐ Lines in different colours, top to bottom / left to right ☐ Circles (anti-clockwise)</li><li>Label with name</li><li>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 (Bonfire night songs, Christmas carols) – see CL / UW</li></ul>

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