

**Nursery Term 1:**

**Magical Me**

**My Family**

**Traditional Tales**

**Nursery Rhymes**

<p>Core Texts</p>	<p><b>MAIN TEXTS to choose from:</b></p> <ul style="list-style-type: none"><li>• Owl Babies</li><li>• My Five Senses</li><li>• We're Going on a Bear Hunt</li><li>• Rainbow Fish</li><li>• All about Me</li><li>• Goldilocks and The Three Bears</li></ul> <p>Note: to use core texts over two weeks</p> <p>Nursery rhymes to be taught explicitly – optimise end of session times Pie Corbett model to be used to develop oral retelling</p>
<p>Language (Prime area)</p>	<p><b><u>Listening &amp; Attention:</u></b></p> <p><b>PALS – How to meet and greet</b> Do they say hello to others? Do they introduce themselves? Do they know their friends and teachers names? Do they smile when meeting others?</p> <p><b><u>Attention/listening</u></b></p> <p>Can they follow instructions with non-verbal gestures? Can they follow verbal instructions? Do they show an interest in listening to stories and rhymes Can they sit still and maintain attention for short periods of time Can they focus for a sustained period of time?</p> <p><b><u>Speaking:</u></b></p> <ul style="list-style-type: none"><li>• Strategies and interventions to promote speaking</li><li>• Box clever</li><li>• Repetitive stories</li><li>• Talking about their families – use of photographs</li><li>• Stay and play sessions with significant carers</li><li>• All adults to model good grammar</li><li>• Playing with sounds – alliteration and rhyme</li><li>• Puppets and small world play provided as continuous provision</li></ul>
<p>PSED (Prime Area)</p>	<p><b><u>Making Relationships/ Managing Feelings &amp; Behaviour</u></b></p> <ul style="list-style-type: none"><li>• Settling In –</li><li>• Operating Independently</li><li>• Routines</li><li>• Rules</li><li>• Making Relationships</li></ul>

	<ul style="list-style-type: none"> <li>• Sense of Belonging</li> </ul> <p>Teachers to see: Jigsaw – Puzzle 1 Being Me in my World – Nursery to carry out Jigsaw - sessions during key worker times.</p>
Physical Development (Prime Area)	<p><b><u>Moving &amp; Handling</u></b></p> <ul style="list-style-type: none"> <li>• Cooking opportunities to practise manipulative skills</li> <li>• Chasing games/ring games</li> <li>• Catching and throwing skills</li> <li>• Play-dough disco</li> <li>• Tennis</li> <li>• Continuous provision – hammers, water play investigation pouring and filling</li> <li>• Mark making opportunities outside and inside</li> <li>• Threading</li> </ul> <p><b><u>Acquiring and developing skills</u></b></p> <p><b>Evaluating and improving</b>  Can they copy actions?  Can they repeat actions and skills?  Can they move with control and care?</p> <p>Can they talk about what they have done?</p> <p><b>Health and self-care</b>  Can they recognise danger and seeks support of significant adults for help?  Can they put on hat, unzip zipper on jacket, and take their jacket?</p> <p><b>Games</b>  Can they kick a ball?  Can they manipulate playdough into shapes?  Can they catch with two hands?  Can they throw a ball  Can they move and stop safely?  Can they catch with both hands?</p>
Reading	<ul style="list-style-type: none"> <li>• Do they have favourite nursery rhymes?</li> <li>• Do they have favourite stories?</li> <li>• Are they able to sit still and listen to short stories</li> <li>• Are they curious about books? Do they spend time exploring books?</li> <li>• Do they repeat words/phrases from stories?</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Provide mark making opportunities daily</li> <li>• Can they distinguish between the marks they make?</li> <li>• Purposeful drawing opportunities</li> </ul>
ICT (UW) (Specific Area)	<p><b>Technology:</b>  Progress Matters:  Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc.</p> <p>ITASS plans: Ourselves - Self Register</p> <p>E-Safety – parent workshop</p>
Understanding the World(Specific Area)	<p><b><u>People &amp; Communities:</u></b></p> <p>Can they talk about themselves and their immediate families?  Do they enjoy exploring photographs of themselves and their families?  Are they forming friendships?  Do they initiate play with others?</p> <p><b>Characteristics of Effective Learning: Playing and Exploring</b></p>

	<p><b>Engagement</b> Using senses to explore the world around them Engaging in open-ended activity</p> <p><b>Observing Closely</b> Can they talk about what they see, touch, smell, hear or taste? Can they use simple equipment to help them make observations?</p>
Understanding of the World	<p><b><u>People and Communities (RE)</u></b> Gotcha Smile (How do we make friends?) Diwali (Hindu festival) Eid (Muslim festival)</p>
Expressive Arts & Design(Specific Area)	<p><b><u>Exploring and Using Media &amp; Materials:</u></b></p> <p>Do they enjoy joining in with songs? Do they moves to music spontaneously? Do they copy actions? Do they explore instruments by tapping, shaking or banging them? Ado they have the opportunity to choose a variety of materials for making? Do they combine a range of materials? Do they know where creative tools, such as scissors, glue or tissue paper is stored?</p> <p><b><u>Being Imaqinative:</u></b></p> <p>Role-play is a continuous strand and links to Literacy throughout the year.</p>
Mathematics (Specific Area)	<p><b><u>Number:</u></b> Counting rhymes Counting objects – 1:1 correspondence Talk to young children about the maths in everyday situations, e.g. doing up a coat, one hole for each button. Talk to Children about ‘lots’ and ‘few’ as they play.</p> <p><b><u>Shape, Space &amp; Measures</u></b> Provide different sizes and shapes of containers in water play, so that children can experiment with quantities and measures.</p> <p>Note: Nursery will also will refer to Receptions programme of study for Maths Mastery to ensure that teaching and learning is pitched at the correct level.</p>
Role-play areas	<ul style="list-style-type: none"> <li>• Home corner</li> <li>• Shop</li> <li>• Supermarket</li> <li>• Dens – community friendly spaces (outside)</li> </ul>
Enrichment	<ul style="list-style-type: none"> <li>• Black History Week</li> <li>• Assessment – baseline to be carried out once children are settled.</li> <li>• LGBT story</li> </ul>