

OURSELVES AND OUR FAMILIES

First Hand Experiences

Coming to Nursery for the first time
 Walking round and exploring the EYFS area
 Exploring and learning to use the areas in Nursery and the equipment
 Learning the new routines and behaviour expectations
 Being part of the school family

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| <p>Vocabulary</p> <p>Birthday</p> <p>Age</p> <p>Family [brother/sister].</p> <p>Face, eyes, nose, mouth, ears, hair, body</p> | <p>Knowledge</p> <ul style="list-style-type: none"> • I can talk about my family and I know that there are different types of family • I can describe my appearance [hair colour, eye colour etc]. • I can name the main parts of my face and body. • I know that some things about me are different/the same as my friends • I know how old I am and that I have a birthday each year. • I can talk about special times that I have with my family and friends | <p>Skills</p> <ul style="list-style-type: none"> • I can say how old I am • I can talk about myself, my emotions and my family/friends • I can manage my coat, shoes, taking off my jumper etc with some adult help • I can wash my hands and dry them • I can use the toilet with minimal adult support • I can say what I need/ask for help. |
| Objectives | | Possible Learning Activities |
| <p>Writing [22-36 months] • Distinguishes between the different marks they make</p> | | <ul style="list-style-type: none"> • Mark making with different resources [water, paint, chalk, play dough, in sand]. • Drawing circles, straight lines and wavy lines • “Write Dance”/Dough Disco |
| <p>Reading [22-36 months] • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’.</p> | | <ul style="list-style-type: none"> • Learning how to use the book room • Which way up do you hold a book? How to turn pages? • Learning to listen and enjoy stories/rhymes • opportunity to take books home to share with parents [Nursery Library] |
| <p>Number and Shape, Space and Measure [22-36 months] • Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size.</p> | | <ul style="list-style-type: none"> • Number rhymes [1 to 5]. • Counting sequence to 5 • Learning names of shapes • Sorting shapes |
| <p>RE</p> <ul style="list-style-type: none"> • What is the church? | | <ul style="list-style-type: none"> • Children to visit the church • Children to explore artifacts and different parts of the church • Children to meet people who work at the church |

Medium Term Plan – Nursery Autumn 1

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| <p>Communication and Language [22-36 months]</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. | <ul style="list-style-type: none"> • Learning to listen and look • Developing confidence in speaking to new adults and other children • Adults to support children by modelling speech and playing alongside • "Talk Box" intervention to be used with the majority of the children/more confident children to learn circle time routines and to do speaking/listening activities and games. |
| <p>Physical Development [22-36 months]</p> <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. | <ul style="list-style-type: none"> • Learning to put on own coat • Learning to put on waterproof trousers/jackets • Learning to put on wellies and own shoes • Learning to use the toilet/washing own hands |
| <p>Personal, Social and Emotional Development 22-36 mths</p> <p>Interested in others' play and starting to join in.</p> <ul style="list-style-type: none"> • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. • May form a special friendship with another child. <p>Separates from main carer with support and encouragement from a familiar adult.</p> <p>Expresses own preferences and interests.</p> | <ul style="list-style-type: none"> • Learning to separate from parent/carers • Building relationships with adults in Nursery • Learning how to interact/share/take turns with other children • Learning the routines and behaviour expectations in Nursery |
| <p>Understanding the World [22-36 months]</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. | <ul style="list-style-type: none"> • Who is in my family? • What is my name? • What do I like to eat/play with etc. |
| <p>Expressive Arts and Design [22-36 months]</p> <ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks. • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' • Beginning to make-believe by pretending. | <ul style="list-style-type: none"> • How to use paints [different colours and washing the brush]. • How to use glue [PVA/glue stick] to stick on to paper • Learning how to use and take care of the different resources in Nursery |